

# Leisure needs and constraints of deaf adults in the North West Province

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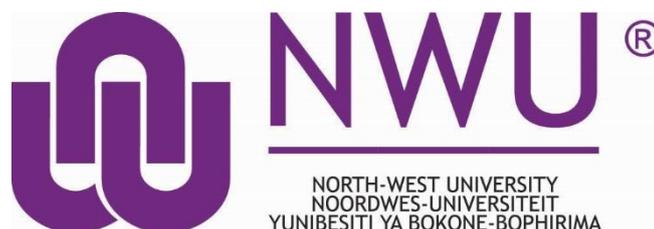
Dissertation submitted in fulfilment of the requirements for the degree Master of Arts in Recreation Science at the North-West University

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## FOREWORD

Completion of this study was made possible by the following, and I would like to express my sincere gratitude to:

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The sentiments expressed in this study and the conclusions are those of the author and are not in any way attributed to the above-mentioned persons.

Makhaya Johannes Malema

16 November 2017

## DECLARATION

The co-authors of the two articles, which form part of this dissertation, Dr. J Theron Weilbach (supervisor) and Mr. Francois G Watson (co-supervisor), hereby give permission to the candidate Makhaya Johannes Malema (student number: 25466224) to include the two articles as part of a Masters dissertation. The contribution (advisory and supportive) of these two co-authors was kept within reasonable limits, thereby enabling the candidate to submit this dissertation for examination purposes. The dissertation, therefore, serves as partial fulfilment of the requirements for the degree Master of Arts in Recreation Science at the North-West University.



JT Weilbach  
Supervisor



FG Watson  
Co-supervisor

## **ABSTRACT**

Marginalisation of deaf adults in terms of mainstream activities is a worrying concern. Leisure constraints (interpersonal, structural and intrapersonal) have also become an important sub-field of leisure research for people with disabilities, including deaf persons. There is no evidence of a study that explores leisure needs and constraints of deaf adults in the North West Province, South Africa. The purpose of this study was to explore and describe leisure needs and constraints faced by deaf adults in the North West Province of South Africa. A qualitative research design with face-to-face interviews, consisting of semi-structured open-ended questions was used in this study. Thirteen severely and profoundly deaf individuals aged 18-34 with no additional disability condition formed part of the study. An experienced sign language interpreter was present during the interviews, to eliminate communication barriers between the researcher and participants. From the transcribed interviews, eight themes were generated: namely leisure meaning, leisure participation activities, leisure activities encountered and experienced, need for diverse activities, intrapersonal, structural and interpersonal constraints, and emotions as a category. The results indicate that in terms of leisure meaning, deaf adults experience leisure as an activity and as a state of mind. Furthermore, deaf adults reported that they participate in, and experience, leisure time physical activity and social activities during their leisure time. Additionally, deaf adults reported that during the leisure activities they encountered and experienced, they had positive and negative experiences. Deaf adults also expressed a need for more diverse activities, wherein, sporting, social and passive activities were mentioned. For intrapersonal constraints, lack of information about leisure, lost hope, paranoia and attitude were reported. Accessibility to leisure space, available leisure time and health related constraints were reported as structural constraints. Interpersonal constraints included lack of leisure resources, communication, family obligation, and attitude. Finally, with reference to how deaf adults felt when experiencing leisure constraints, emotions such as anger, boredom, depression and a lack of self-worth, were reported. It is recommended that leisure service providers and involved stakeholders should put a programme in place, which could reduce the constraints faced by deaf individuals. On the other hand, knowledge of leisure constraints could be acquired through further studies in the North West Province, and South Africa at large. The study concluded that all-inclusive leisure activities, that could lower the levels of vulnerability in deaf persons, should be established. Furthermore, support from government should be a priority in assisting deaf persons, not only at the local level, but also across the broader society.

**Keywords:** Leisure, leisure needs, leisure constraints, leisure inclusion, intrapersonal constraints, interpersonal constraints, structural constraints, deaf adults

## OPSOMMING

Die marginalisasie van dowe volwassenes ten opsigte van hoofstroom-aktiwiteite is kommerwekkend. Vryetydshindernisse (interpersoonlik, struktureel en intrapersoonlik) het 'n belangrike sub-studieveld van vryetydsnavorsing geword, nie net ten opsigte van algemene bevolkings nie, maar ook oor mense met gestremdhede, insluitend dowe persone. Daar is geen bewys van 'n studie wat die vryetydsbehoefte en -beperkinge van dowe volwassenes in die Noordwes Provinsie van Suid-Afrika ondersoek nie. Die doel van hierdie studie is om die vryetydsbehoefte en beperkinge wat dowe volwassenes in die Noordwes Provinsie van Suid-Afrika moet trotseer, te verken en te beskryf. 'n Kwalitatiewe navorsingsontwerp met persoonlike onderhoude bestaande uit semi-gestruktureerde oop vrae is in die studie gebruik. Dertien algeheel dowe individue tussen 18-34 jaar met geen addisionele gestremdhede het deel van die studie gevorm. 'n Ervare gebaretaaltolk was teenwoordig gedurende die onderhoude om enige belemmering in kommunikasie tussen die navorser en die deelnemers uit te skakel. Vanuit die getranskribeerde onderhoude is agt temas ontwikkel naamlik: die betekenis van vryetyd, vryetydsaktiwiteite waaraan 'n mens kan deelneem, vryetydsaktiwiteite teëgekomp maar verskillend ervaar, die behoefte aan uiteenlopende aktiwiteite, intrapersoonlike, strukturele en interpersoonlike hindernisse, en emosies. Die bevindinge bewys dat, ten opsigte van die betekenis van vryetyd, dowe volwassenes vryetyd as 'n aktiwiteit en as 'n geestesgesteldheid ervaar. Voorts het dowe volwassenes gerapporteer dat hulle deelneem aan fisiese aktiwiteite sowel as sosiale aktiwiteite, tydens hul vryetydsbesteding. Daarbenewens het dowe volwassenes aangedui dat hulle gedurende hul vryetydsaktiwiteite positiewe en negatiewe ervarings gehad het. Dowe volwassenes het ook die behoefte aan meer uiteenlopende aktiwiteite uitgespreek, waaronder sport-, sosiale en passiewe aktiwiteite gemeld is. Ten opsigte van intrapersoonlike hindernisse is die tekort aan inligting ten opsigte van vryetyd, verlies aan verwagting, paranoia en ingesteldheid gerapporteer. Toeganklikheid tot vryetydsruimtes, beskikbare vryetyd en gesondheidsverwante beperkinge is as strukturele hindernisse uitgewys. Interpersoonlike hindernisse het die tekort aan vryetydshulpmiddels, kommunikasie, familieverpligtinge en ingesteldheid ingesluit. Laastens, met betrekking tot hoe dowe volwassenes voel wanneer hulle vryetydshindernisse ervaar, is emosies van woede, verveling, depressie en waardeloosheid gerapporteer. Daar word aanbeveel dat vryetydsdiensverskaffers en ander belanghebbendes 'n program daarstel wat hierdie beperkinge waarmee dowe individue gekonfronteer word, kan verminder. Aan die ander kant kan kennis oor vryetydshindernisse deur verdere studies in die Noordwes Provinsie en in Suid-Afrika in die algemeen verkry word. Die studie het tot die gevolgtrekking gekom dat allesomvattende vryetydsaktiwiteite, wat die vlakke van dowe persone se kwesbaarheid kon verlaag, vasgestel moet word. Verder moet ondersteuning van

regeringskant 'n prioriteit wees sodat dowe persone, nie alleenlik op plaaslike vlak nie, maar dwarsoor die breë gemeenskap, gehelp kan word.

**Sleutelwoorde:** Vryetyd, vryetydsbehoefte, vryetydshindernisse, vryetydsinluiting, intrapersoonlike hindernisse, interpersoonlike hindernisse, strukturele hindernisse, dowe volwassenes.

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# CHAPTER 1: INTRODUCTION

## Introduction

People with disabilities, deaf adults included, have an equal right to leisure and recreation in South Africa, but despite this, they are being deprived from opportunities to participate in grass-root sport, recreation and social cohesion activities (Department of Sport and Recreation, 2012:5). Additionally, the Department of Sport and Recreation (2012:4), states that the majority of people with disabilities have been marginalised and have been prevented access to fundamental social, political and economic rights, which has led to people with disabilities having few opportunities to participate equally in everyday social and community activities. According to Atchison (2000:1), leisure participation and leisure tutoring can provide a meaningful awareness and also to get the disabled society, especially deaf populations, to participate fully in leisure and recreation activities.

Leisure has been defined as time, activity, as a state of mind, experience and as action by different authors (Cordes, 2013:4; Kelly, 2012:20; Voss, 1967:96). Leisure for the purpose of this study is identified as a time away or free from family and work obligations, during which an individual explores activities, for purposes of amusement, enjoyment, gaining diverse experiences to expand and exercise his/her individual capacity (Kelly, 2012:20). Fletcher *et al.* (2003:642) report that leisure can provide unique developmental opportunities for socialisation and learning specifically to people with disabilities. During leisure participation, individuals with disabilities get an opportunity to compete with their peers in various activities. Leisure activities can enhance their psychological well-being, make them feel good about themselves; build their confidence and self-esteem, and positive perceived leisure (Burnett & Baker, 2001:8).

In 2001 the government of South Africa conducted a national census with the South African Statistics data indicating that 2.2 million persons (5.9% of the total population) reported to be disabled (Statistics South Africa, 2001:32). In 2009 5,7% of South Africans aged 5 years and older were classified as disabled (Statistics South Africa, 2009:4). The national prevalence on disability is 7,5% (Statistics South Africa, 2011:4). Deaf people constitute 20.1%, making it the third most prevalent disability in South Africa (Statistics South Africa, 2009:4). South African population increased from 40.6 million in 1996 to 51.7 million in 2011 and again to 55.6 million in 2016 ( Statistics South Africa, 2016:23). From the population, people with disabilities are reported under varying categories with respect to their conditions: Blind people constitute 1.7%, hearing disabilities/deaf people 0.6% and those with physical disabilities 1.5% of the entire population (Statistics South Africa, 2016:32). As a result, Statistics South Africa noted an increase of 7.5% from 2011 to 7.7% national disability prevalence.

The International Classification of Functioning, Disability and Health (2013:18) classified disability as “an umbrella term which involved limitations and restrictions”; where the disability may be permanent, temporary or episodic. The National Dissemination Center for Children with Disabilities (2004:2) identify four types of hearing loss/deafness. Conductive hearing loss usually caused by diseases or obstruction in the outer or middle ear. Sensor neural hearing loss, which, results from damage to the delicate sensory hair cells of the inner ear, or nerve, which supply it. Additionally, mixed hearing loss that refers to a combination of both conductive and sensor neural loss, which, means a problem occurs in both the outer or middle and the inner ear. Lastly, central hearing loss, which result from damages, or impairment of the nerves or nuclei of the central nervous system (National Dissemination Center for Children with Disabilities, 2004:2).

Despite the type of disability, Bullock *et al.* (2001:2) regard disability as any obstacle either psychological, physiological, or physical that prohibits a person to freely participate in various sorts of life activities. Similarly, the Department of Social Development (2008:3) recognises disability as a cross cutting issue and encourages people to take responsibility of an issue of this magnitude. Understanding the unique population of interest is important, additionally, it is significant to study and research the leisure needs and constraints Deaf adults face. This research is important for increasing knowledge base and giving awareness for future research in terms of areas to explore.

According to Edginton *et al.* (2004:128), leisure needs are the result from lack of opportunity for play, inadequate access to leisure space, opportunities for social interaction, freedom and choice. When combined with other human needs, leisure needs serves as motivation to experience satisfying leisure, which will increase leisure involvement and leisure participation (Kleiber *et al.*, 2011:136). Individuals involved have a diverse range of responses to leisure activities, as Arsici *et al.* (2012:3) report that for deaf people, leisure facilitates rehabilitation for socialisation and social identification from the hearing population. Leisure has the ability to provide unique opportunity for self-expression, self-development, and participants can experience relationships to various leisure phenomenon (Eccles & Roeser, 2011:235).

Additionally, Ryan and Deci (2000:72) add that leisure participation can provide individuals with an opportunity to promote and develop their psychological state and well-being. In terms of providing these opportunities for people with disability, satisfying leisure needs of people with disability is feasible, but leisure service providers have to realise that services offered to general population can be adjusted to individuals with disabilities (Oliva & Simonsen, 2000:80). Datta (2013:53) suggests Maslow’s theory is constructive and influential as it includes the concept of self-actualisation, which encourages people to reach their full potential. Thus, this study adopts Maslow’s hierarchy of needs theory. According to Thielke *et al.* (2012:473) a hierarchy of needs is relevant to leisure studies, as leisure needs are linked to human needs, motivation and

satisfaction. The hierarchy demonstrate that human beings experience the need for self-actualisation. Leisure service provides must have a diverse range of activities for individuals with and without disabilities to experience this phenomenon (Devas, 2003:231). Additionally, the author stress that individuals experience the need to develop their self-esteem and feel confident to become courageous, to contest and overcome life situations and experience, and further achieve feelings of love and belonging.

In terms of self-esteem development, improvements can be achieved through leisure activities that are inclusive and have the ability to integrate a society (Devas, 2003:231). According to Petrie and Poland (1998:287), people with disabilities participate in leisure because they want to do what their peers are doing, have access and opportunity and not be bound by sets of rules nor be victims of exclusion. This statement is supported by Bandura's theory of learning (Bandura, 1971:3) which suggests that through social learning system, new patterns of behaviour can be developed through the influence of direct experience or simply observing behaviour from other peers. Additionally, according to the theory of learning, individuals are likely to be physically active when appropriate and adequate services are offered and these individuals experience the benefits from the leisure services (Marcus & Forsyth, 2009:22). According to Atherton (2009:443), deaf people do not consider their inability to communicate verbally as a disability. Rather, they regard themselves as having a distinct social, cultural and linguistic foundation that result from people with deafness and or hearing loss. Similarly, like abled-body people, deaf people share the same leisure needs, however, it becomes a challenge for them to satisfy their leisure needs when compared to able-bodied individuals.

Satisfying leisure needs through activity participation, and experiencing benefits, is the key to continue leisure involvement. Leisure can also add significant experiences to deaf adults and disabled individuals' lives, more especially to those who do not get access to activities or be prosperous to benefit from leisure experience (Petrie & Poland, 1998:287). In terms of benefits Aitchison (2000:4) suggest that leisure participation promotes healthy living lifestyle and a greater route to personal independence, which is important for people with disability, as they have a need for independence that can be satisfied through leisure participation. Additionally, Arslan (2013:23) suggests that people with disability can use leisure and recreation activities to promote their quality of life, which could result in positive benefits including; mental, physical, social, psychological health. Leisure activities have the ability to convey self-identification for participants, provide opportunity for them to express themselves (Eccles *et al.*, 2003:866). Leisure, therefore, is recognised as a key area through which, foundation towards community inclusion for people with disability can be established (Atchison, 2000:1). Atherton (2009:444) suggest that individuals that share a common identity, like Deaf people, influence one another and their leisure participation. Furthermore, Atherton (2009:444) points out that there is a great

distinction between individuals sharing the same society and individuals sharing a common society. Atherton (2009:444) distinguishes between sharing the same society and sharing a common society by explaining that sharing the same society involves being in the same population (e.g. having a society composed of people who are deaf only) while sharing a common society involves sharing the same neighbourhood regardless of personal limitation factors. In terms of sharing a common society, Coco-Ripp (2005:26) highlights that stigmatism and isolation exists from individuals that are neither deaf nor affected by auditory impairment.

Despite the increasing need for satisfying leisure needs and increasing leisure participation observed by Ryan and Deci (2000:69), participants, especially people with disability, are restricted by limitless factors. In leisure terms, those factors refer to leisure constraints. Leisure constraints are defined for the purpose of this study as perceived limitations or prohibitions to participation in leisure activities for purposes of amusement, enjoyable and somewhat adventurous activities (Samdahl & Jekubovich, 1997:461).

A study by Crawford and Godbey (1987:119-120) introduced a constraints hierarchy model, which include three categories, namely: intrapersonal, interpersonal and structural constraints. Intrapersonal constraints involve an individual's psychological state that serves as intrinsic motivation, which could result in a positive or negative perception, depending on the leisure preference and participation (Crawford & Godbey, 1987:119-120). Examples of intrapersonal constraints include stress, depression, anxiety, low self-esteem and lack of confidence, and perceived self-skill (Crawford & Godbey, 1987:119-120).

Interpersonal constraints are basically an outcome from self-perception, although it focuses on the extrinsic motivation, such as lacking someone to have faith in your abilities to achieve (Crawford & Godbey, 1987:119-120). Isolation, phobia and social stigma have a considerable influence in this aspect and when disabled individuals experience such factors, it will be very difficult for them to open up and participate in social leisure activities (Crawford & Godbey, 1987:119-120). Additionally, Kelly (2012:481), describe social constraints as situations where people with disability are isolated from the able-bodied population because of their inability to conduct certain actions and or behaviour. Coco-Ripp (2005:29) points out that deaf people experience constraints in their social, cultural and language differences between majority (hearing people) and minority (deaf people) society.

Structural constraints are referred to as hindering factors between an individual's leisure choice and leisure participation (Crawford & Godbey, 1987:119-120). Examples of this type of constraint can be affordability of some leisure activities (financial resources), user friendliness of facilities and services, available time from obligations and the availability of opportunities present for them (Crawford & Godbey, 1987:119-120). According to Kelly (2012:480) physical constraints are items

which include stairways, doorways, fixed seating and uneven paths that prevents or limits an individual (in this case people with disability) to gain access to participate in leisure and recreation facilities. Physical inaccessibility limits people with disability to participate in community recreation and exercise (Rolfe *et al.*, 2012:266).

Despite the important role that leisure can play in lives of deaf adults, leisure service providers often offer inadequate inclusive services to people with different disabilities and this leads to their disadvantage (Devas, 2003:232). Additionally, Petrie and Poland (1998:292) gave evidence that families living with people with disability struggle to fit in communities, and excluded in the leisure planning of their surrounding society. Oliva and Simonsen (2000:80) suggests that there are no specific policies or legal documentation that emphasise that the inclusion be sole programmatic thrust for recreation agencies, otherwise, leisure and recreation activities would be catered to all populations regardless of the leisure space. Furthermore, the authors expand that leisure services be offered without any discrimination. The fact that people with disabilities do not have equal access have a negative impact on them, as they would participate less in the community activities, because the activities are not inclusive for their need. This will lead to people with disabilities becoming a leading population with bad health conditions and can experience depression, loneliness, and drug and alcohol use (Arslan, 2013:23).

Devas (2003:232) suggests that leisure activities should be offered in consultation with the community and rather than a personal preference from service providers. The author expands that this would promote activity appropriateness in participants' physiological, social and environmental experience. If this is done, leisure activity services offered to community members will not be void of value because participants are part of the planning and decision making when services are introduced (Devas, 2003:232). With reference to the above articulation, this study will explore the issues of leisure needs and constraints side lined by leisure service providers that will allow the study to explore and describe leisure needs and constraints of deaf individuals.

### **Research question**

What are the current leisure needs and constraints as experienced by deaf adults in the North West Province?

### **Objectives of the study**

The objectives of the study are to explore and describe the:

- Leisure needs of deaf adults in the North West Province;
- Leisure constraints that confront deaf adults in the North West Province.

## Central Theoretical Statement

The exploration and description of leisure needs and constraints faced by deaf adults in the North West Province will provide an in depth description of the experience of participants and add the knowledge base of leisure needs and constraints in a South African context. The study engaged and integrated learning theory, Self Determination Theory (SDT), Maslow's needs of hierarchy, and the Theory of Planned Behaviour (TPB) which emphasise the decision making theory but also includes research in the areas of learning, planning and economics (Bandura, 19713; Marcus & Forsyth, 2003:328; Ryan & Deci, 2000:232)

## Definition of key concepts

**Leisure needs** are the result of a lack of opportunity for play, inadequate access to leisure space, opportunities for social interaction, freedom and choice (Edginton *et al.*, 2004:128)

**Leisure behaviour** in this study refers to the actions by participants as they seek to satisfy their leisure needs through various leisure activities thus encompassing life-long adventures and promoting healthy and active lifestyles.

**Leisure constraints** are adopted in accordance to Crawford and Godbey's (1987:119), for the purpose of this as perceived limitation, or prohibition to participation in leisure activities for purposes of amusement, enjoyable and somewhat adventurous activities

**Leisure** for the purpose of this study is identified as an activity time away or free from family and work obligations, which an individual explores structured activities, for purposes of amusement, enjoyment, gaining diverse experiences to expand and exercise his/her individual capacity (Cordes, 2013:4; Kelly, 2012:20; Voss, 1967:96).

**Individuals with disabilities** are individuals within a society that cannot perform certain actions due to their physical state, psychological well-being, and or physiological functioning (Bullock *et al.*, 2001:2)

**d/Deaf adults** is used with reference to Young and Hunt (2011:1) to refer to physiological condition/identity (using small letter 'd' for deaf and capital 'D'); however in this study small 'd' is adopted and refers to individuals using sign language and Deaf experiencing the inability to communicate with others verbally due to their auditory loss/impairment. The conversable argument exist within D/deaf communities as Deaf people refer themselves to be a culture, with the capital letter D representing the culture (Bullock & Mahon, 2001:203; Young & Hunt, 2011:1). Controvertible to Deaf people's perspective, the other community prefer or rather regard

themselves as belonging to the broader population, in which they use small letter d when they are being referred to (Young & Hunt, 2011:1).

**Leisure inclusion** is adopted for the purpose of this study as having the opportunity provided by social circumstances to be part of a group participating in activities that promotes socialisation and networks with each other abled and disabled (Burns *et al.*, 2009:412)

## **Structure of the Dissertation**

### **Chapter 1: Introduction**

Chapter 1 gives an introduction that leads to the problem statement for this study.

**Chapter 2:** Leisure behaviour, deaf culture and constraints of deaf communities.

Chapter 2 reports on literature reviewed in this study, which includes leisure behaviour, leisure needs, leisure constraints and deaf culture.

**Chapter 3: Research article 1:** Leisure needs as perceived and experienced by deaf adults in the North West Province (to be taken for consideration in the *South African Journal of research in Sport, Physical education and Recreation*)

**Chapter 4: Research article 2:** Leisure constraints as experienced by deaf adults in the North West Province (to be taken for consideration in the *South African Journal of research in Sport, Physical education and Recreation*)

**Chapter 5: Summary, Conclusion, Limitations and Recommendation**

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## **CHAPTER 2: LEISURE BEHAVIOUR, DEAF CULTURE AND CONSTRAINTS OF DEAF COMMUNITIES**

### **2.1 Introduction**

The main reason for people with disability being side lined from mainstream activities is that people perceive their inability to perform certain actions requiring “special treatment”, whereas that is not the case. It is only feasible that the needs of people with disabilities be planned, organised, and be provided for and be considered in the larger society (Mbeki, 1997:6). The government of South Africa established policies and acts that protect against discrimination of persons with disabilities. The Promotion of Equality and Prevention of Unfair Discrimination Act state that no person may unfairly discriminate against any person on the ground of disability (Mbeki, 1997:21). According to the Department of Social Development (2008:3) disability is a cross cutting issue and everyone is encouraged to take responsibility on the issue with caution, as failure to do so can result in infringement of people’s rights.

Bullock *et al.* (2001:2) define disability as any obstacle being psychological, physiological or physical that prohibits a person to participate in various life activities freely. Additionally, Maart *et al.* (2007:357) note that people are not disabled rather the environment and opportunities are disabling them. The authors stress that abled people can create disabling environments and opportunities and if proper consultations are made then no one will be disadvantaged by poor planning and organization.

In terms of hearing impairment, the National Dissemination Centre for Children with Disabilities (2004:2); Bullock *et al.* (2001:202), identify four types of hearing loss/deafness. Conductive hearing loss (caused by diseases or obstruction in the outer or middle ear). Sensor neural hearing loss (result from damage to the delicate sensory hair cells of the inner ear or nerve which supply it). Additionally, mixed hearing loss (refers to a combination of both conductive and sensor neural loss which means a problem occurs in both the outer or middle and the inner ear). Lastly, central hearing loss (results from damages or impairment of the nerves or nuclei of the central nervous system). Regardless of the type of hearing loss, persons suffering from hearing loss have specific needs and experiences that differ from mainstream society.

The previous discussion provides clearer information on hearing impairments, of the population of interest, as it is important to be familiar with the scientific terminologies related to hearing impairments. In line with the goals and of this study, this chapter will focus on understanding human behaviour, leisure behaviour, understanding deaf culture, leisure needs and lastly leisure constraints respectively. Additionally, the following sub-headings; leisure and leisure behaviour,

deaf adults in South Africa, expanding opportunities for leisure participation, will be discussed in this chapter.

## **2.2 Leisure and Leisure behaviour**

### **2.2.1 Leisure**

For this study, leisure definitions from various authors are acknowledged. Leisure has been defined as time, activity, as a state of mind, experience, and as action by different authors (Cordes, 2013:4; Kelly, 2012:20; Voss, 1967:96). For the purpose of this study leisure is identified as an activity time away or free from family and work obligations, which an individual explores activities, for purposes of amusement, enjoyment, gaining diverse experiences to expand and exercise his/her individual capacity (Kelly, 2012:20).

Leisure can provide participants with various benefits, and deaf adults are no less to benefit from leisure activity benefits. During leisure participation, people with disabilities can get an opportunity to compete with their peers in activities. Additionally, leisure enhances psychological wellbeing and promotes character building and boost confidence and self-esteem, and to perceive leisure in a positive manner (Burnett & Baker, 2001:7). Specifically to people with disability, leisure can provide unique developmental opportunities for socialisation and learning (Fletcher *et al.*, 2003:642).

### **2.2.2 Leisure Behaviour**

Needs can be seen as physical, psychological and social imbalances that individuals experience, reflecting a discrepancy between a desired “ideal” state and the “true” current condition that an individual experience (Edginton & Griffith, 1983:33). Leisure needs, according to Edginton *et al.* (2004:128), are the result of a lack of opportunity for play, inadequate access to leisure space, opportunities for social interaction, freedom and choice. In terms of this study’s population (deaf adults) practical examples of leisure needs is the need for social mingling during leisure. In terms of the example, it should be noted that just as individuals experience leisure needs, communities also do (Edginton *et al.*, 2004:128), and it is possible that leisure needs of an entire deaf community will exist.

Furthermore, Edginton and Griffith (1983:33) stress that humans get intrinsically and extrinsically motivated. To satisfy their leisure needs, wants and interests, characterised by energy arousal (having the hunger to challenge day-to-day situations in any given circumstance). Additionally, direction of effort toward a particular goal (this can be leisure preference and interest in activities), attention on relevant stimuli (pursuing leisure interests that satisfy one’s needs). The authors further add that organisation of response into an integrated pattern or sequence (benefits sought

from leisure participation and acknowledgement of activities, and giving feedback), and persistence of this activity until the initiating conditions are changed.

Poor leisure services can create unsatisfying experiences for participants therefore, it is significant for leisure services providers to adjust the services (Edginton & Griffith, 1983:33). Similar to Edginton and Griffith (1983:33), Eccles and Roeser (2011:235) believe individuals can excel in the activity they participate in, when surrounded by familiar environments and settings that could enthusiast their psychological state and well-being. However, in terms of this study population, it is noted that people with disability are vulnerable, especially when the settings are not conducive (Oliva & Simonsen, 2000:79), possibly influencing their ability to excel in activities.

Mannell (1999:242) believes that need satisfaction for individuals, and the interests, psychological outcomes, and experience expectations of participants have motivated research in leisure needs. Additionally, people are attracted to participate in leisure activities due to the different leisure settings and characteristics of activities, and each activity has unique properties to satisfy leisure needs (Mannell, 1999:242). Leisure needs, and leisure behaviour, are influenced by the concept of motivation, therefore, in the next discussion motivation and the influence to leisure needs and leisure behaviour will be explored to further understanding.

According to Kleiber *et al.* (2011:137), the reasons why people participate in leisure is categorised into two categories; escaping and seeking. People feel the need to escape their frustrating, stressing, and demanding obligations to participate in spontaneous activities (Kleiber *et al.*, 2011:137). The authors also suggest that people escape their obligational worlds based on the need for optimal arousal; individuals are constantly trying to escape from under-arousing and over-arousing conditions. The other dimension is the tendency to seek psychological need satisfaction from participation in leisure activities (Kleiber *et al.*, 2011:138). The authors further suggest that the satisfaction pursued by people through leisure is categorised into two: personal and interpersonal types. Personal satisfaction consist of self-determination, sense of competence, challenge, learning, exploration and relaxation. On the other hand interpersonal satisfaction concern the need for social contact and the feeling to be connected with others (Kleiber *et al.*, 2011:138).

Mannell (1999:243) suggest that components of a general model of motivation include: needs/preference, behaviour and activity, goals, satisfaction, psychological benefits, and feedback. This model suggests that people possess a multitude of needs, motives, desires, or expectations (Mannell, 1999:243). The author further suggest that the development of a need creates a state of disequilibrium within people (lack of leisure activities, desire to participate in leisure activities, awareness of potential activities of their interests and preference) of which they will go all out to reduce based on intrinsic motivation. In addition, the presence of needs is

associated with an expectation or assumption that certain actions/engagements will reduce the disequilibrium, highlighting that the motivation is goal-orientated (Mannell, 1999:243). The author concluded that if behaviour or participation in an activity results in the fulfilment of the need, the experience of satisfaction provides feedback that the activity is appropriate; however, if that activity does not result in satisfaction of the need, then this negative feedback may result in people modifying or stopping their behaviour/activity.

Additionally to Mannell (1999:243), Vansteenkiste and Ryan (2013:266) expand on the notion elaborating that people are intrigued by leisure activities that are inherently interesting and appealing to them. Furthermore, the authors suggests that healthy people engage in curious and explorative activities because they are intrinsically motivated. Furthermore, Ryan and Deci (2000:71) add that the need for autonomy is essential to the development of and sustenance of intrinsically motivated activities. In addition to autonomy, competence satisfaction is crucial, especially if the activity is undertaken voluntary (Ryan & Deci, 2000:72). According to Vansteenkiste and Ryan (2013:266) wellness in human beings contributes towards a sense of autonomy, authenticity and non-defensiveness.

## **2.3 Human behaviour**

Understanding human behaviour is key to guide leisure and recreation programmers to provide successful programmes. Human beings are active in nature, and the activities they take part in vary because of certain interests and preferences (Edginton & Griffith, 1983:33). Humans strive on a daily basis to meet certain needs and wants, and their interests and preference give direction to their behaviour; in other words human behaviour is goal orientated (Edginton & Griffith, 1983:33). This behaviour is directed towards satisfying physical hunger, physical discomfort, and having the needs to achieve social contact, reduce anxiety, and counteract boredom (Edginton & Griffith, 1983:33). To get a sense of how human behaviour is determined, it is important to understand the theories that relate to leisure and behaviour conducted by human beings. Therefore, the following discussion expands on how selected theories operate and how they relate to leisure.

### **2.3.1 Human Behaviour Theories**

#### **(a) Self Determination Theory**

It is feasible to expect that there are general needs and all individuals' experience them. However, not all individuals have the same preferences for activities, or access to opportunities, to satisfy these needs. According to Ryan and Deci (2000:68), Self Determination Theory (SDT) is an approach to human motivation and personality that utilises traditional empirical methods while

promoting organismic meta-theory that stresses the significance of humans' transformation, through inner resources, for personality development and behavioural self-regulation.

Ryan and Deci (2000:68) introduced the SDT, which states that individuals share three common needs for their psychological growth and well-being. Firstly, the need for autonomy involves a person's preference and choice, wherein he/she will express their amusement and joy freely through the activities of their choice and preference. Secondly, the need for competence, which involves, the hunger/desire to achieve and be adventurous through the activities engaged in and the day-to-day challenges of life. Lastly the need for relatedness which, involves people's feeling to love, belonging in a given society with the people close to them, who understand and care for them.

According to Gillison *et al.* (2006:837), SDT suggest that motivation is multidimensional and resides along a continuum of self-determination, extending from amotivation (lacking the desire to pursue activity) extrinsic motivation (having external influences to excel in chosen activity) and intrinsic motivation (inner desire to excel in activity). The authors however, stress that SDT proposes that self-determined motivation influence positive behavioural, cognitive/intelligence, and psychological outcomes whilst in contrast, behaviour with low self-determination (actions/events highly influenced by external factors) has negative psychological, cognitive/intellectual and behavioural outcomes (Gillison *et al.*, 2006:837). As can be seen, SDT provides a framework that aims to explain human behaviour, and how SDT relates to leisure behaviour will be further be explained later in this chapter.

#### (b) Maslow's Hierarchy of Needs

Maslow (cited by Thielke *et al.*, 2012:473) theorised that all humans experience five types of needs and categorised (see the figure 2.1) them as physiological need, safety and security, love and belonging, esteem, and self-actualisation, the needs are named similarly to that of Maslow needs pyramid. Physiological needs, which involves phenomena that helps develop and maintain human anatomy and physiology (i.e. breathing, food, water etc.) represents the foundation of human needs.

Physiological needs are placed at the bottom of the hierarchy, these basic needs influence behaviour and, when an imbalance in this need occur, a human being may be under threat for survival (Datta, 2013:53; Potgieter, 2013:18; Thielke *et al.*, 2012:475). Besides the natural threat of this need, it is assumed that an imbalance in this need can influence leisure behaviour of individuals as this need serves as a fuel to a human body.

Following on physiological needs the second need in the hierarchy is safety and security. This need involves a phenomenon that keeps the body and human safe and well looked after (i.e.

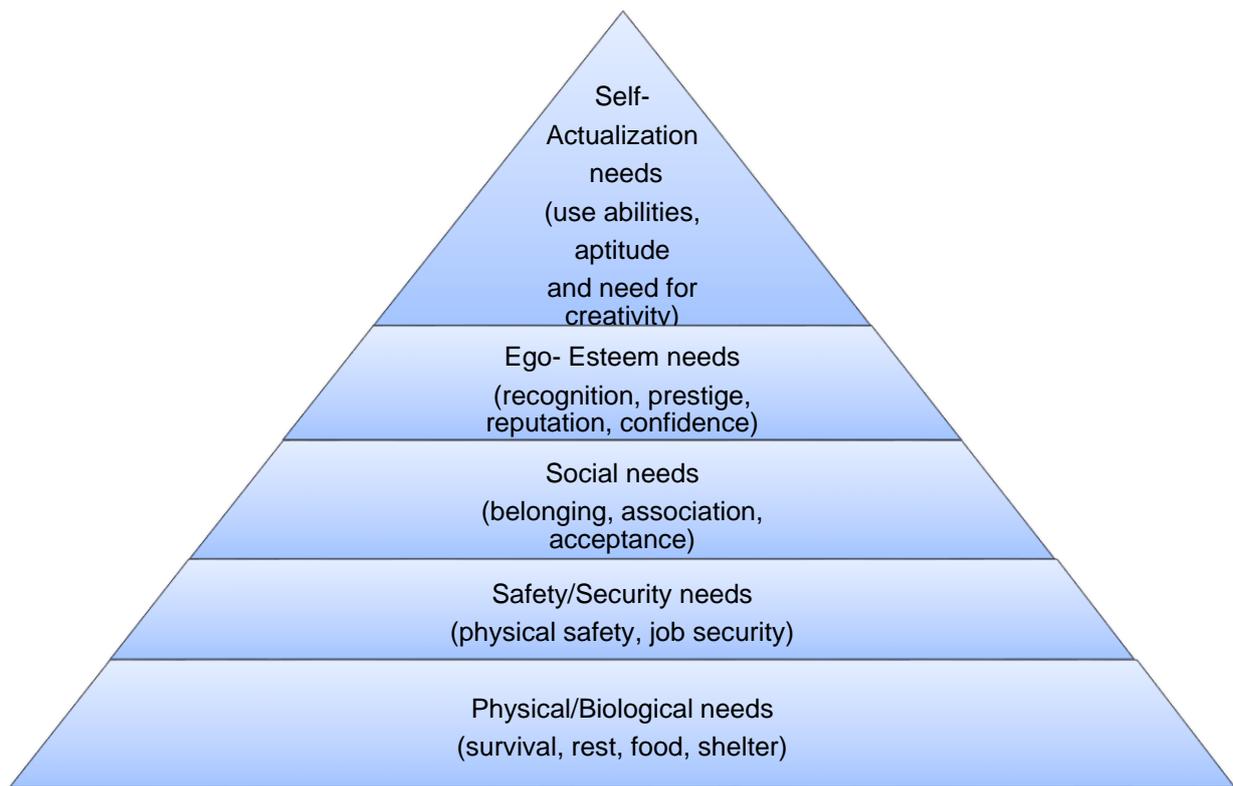
shelter, work, resources, etc.). With respect to this need, it is more concerned with maintaining what the physiological needs has or would achieve (Datta, 2013:53; Potgieter, 2013:18; Thielke *et al.*, 2012:475). These two needs are considered as prerequisites as both needs remain vital to human behaviour and survival. In relation to leisure behaviour, it can be expected that individuals require work and resources so to satisfy their leisure needs. Therefore, when this need is lacking, it plays a role on how and when individuals engage in leisure.

Datta (2013:53), Potgieter (2013:21) and Thielke *et al.* (2012:475) further stress the third need on the hierarchy being love and belonging. This involve internal and external factors, such as surrounding society and environment, a place wherein human beings are well appreciated and forms part of a collective society. This need can be considered as secondary as it is concerned with how humans ought to be within a given environment (Datta, 2013:53). In relation to this need for leisure behaviour, it is anticipated that individuals turn to react positively in a leisure space, where they feel more comfortable with and where they feel valued and appreciated.

Another aspect of the hierarchy is esteem, which involves a person's ability to confine and trust that only he can achieve what is necessary (Potgieter, 2013:22). The fourth need focuses on how humans building their character, which helps them advance or in most cases fit in a particular surrounding. As explained in the previous paragraph, it is important that individuals feel comfortable with the surrounding of their leisure space, as this can result in positive leisure satisfaction and improved self-esteem, which are important as this need determines a person's leisure behaviour throughout his/her leisure time (Datta, 2013:53; Potgieter, 2013:20; Thielke *et al.*, 2012:475).

Lastly, at the top of the hierarchy is self-actualisation that includes a human's ability to identify his/her identity and self-realisation, to realise the ability of solving problems and accept life facts and challenges as they are. This need can be used by humans to evaluate their personality and identity, and is important as one gets to see what kind of behaviour and influences are within his or her disposal (Datta, 2013:54; Potgieter, 2013:21; Thielke *et al.*, 2012:476). In realisation, self-actualisation needs are carried by serious leisure. Serious leisure is determined by the activities pursued during leisure activities to bring valuable experience.

Serious leisure is characterised by distinctive qualities. Firstly, serious leisure activities require individuals to be tolerant throughout the activities (Green & Jones, 2005:167). Secondly, the authors stress that serious leisure activities endurance is sustained by regular engagement with the activities; which includes phases of accomplishments and sense of positive outcomes. Other qualities include significant personal effort, worthwhile benefits derived from activities. Lastly, quality number five and six are interrelated in such a way that they both embrace the concept of social world (Green & Jones, 2005:167).



**Figure 2.1 Maslow's hierarchy of needs Thielke *et al.* (2012:477)**

(c) Learning Theory

Bandura (1971:3) suggests that in social learning systems, new patterns of behaviour can be achieved through the influence of direct experience or simply observing behaviour from other peers. According to this theory, individuals are likely to be physically active when appropriate and adequate services are offered and individuals experience the benefits of these leisure services (Marcus & Forsyth, 2009:22). In addition, Bandura (1971:3) emphasises that when people are pursuing their goal, it is possible that they experience variety of outcomes associated with their actions, and further initiate ideas or hypothesis about the kinds of behaviour that are likely to result in success.

This theory also suggests that when initiating a new, complex behaviour (e.g. leisure activities), it is important to start with small steps to lay the foundation to achieve the desired outcomes (Marcus & Forsyth, 2009:22). The authors further elaborates that having a strong foundation in this complex behaviour (leisure activities), one is more likely to experience a sense of accomplishment and overcoming previous challenges, increased leisure activity participation. Learning theory points out that new behaviour demands frequent achievement of leisure activity outcomes and many positive consequences, at least during the beginning (Marcus & Forsyth, 2009:23).

#### (d) The Theory of Planned Behaviour

Theory of Planned Behaviour (TPB) was introduced and developed by Ajzen (1991). TPB is adopted and used to associate participants' intention in leisure participation and behavioural control in leisure activities. Pierro *et al.* (2003:55) suggest that TPB is an expectancy value model that rests on the perceptions that attitudes of individuals have a minor influence on behaviours through the meditation of behavioural intention. Hobbs *et al.* (2012:236) stress that intention itself is perceived according to behaviour carried out during leisure participation thus influencing intention to participate. Additionally, Ajzen (1991:180) suggests that anticipation of intention is perceived as a motivational factor that impact behavioural intention to participation. The author's suggestion justifies that the effort and energy taken in planning to execute behaviour is evident through leisure activities.

According to Ajzen (cited by Kleiber *et al.*, 2011:177) an individual's behaviour rests on his or her intention to perform certain behaviour, that is determined by the person's attitude toward the behaviour, both affective and instrumental (Hobbs *et al.*, 2012:234; Kleiber *et al.*, 2011; Latimer & Martin-Ginis, 2005:391; Pierro *et al.*, 2003:55; Walker & Courneya, 2006:230). Additionally, the subjective norms he or she believes significant others have concerning the behaviour, both injunctive and descriptive (Hobbs *et al.*, 2012:234; Kleiber *et al.*, 2011:177; Latimer & Martin-Ginis, 2005:391; Pierro *et al.*, 2003:55; Walker & Courneya, 2006:230). Finally, his or her perception of whether the behaviour can be performed both in terms of self-efficacy and controllability (Hobbs *et al.*, 2012:234; Kleiber *et al.*, 2011; Latimer & Martin-Ginis, 2005:391; Pierro *et al.*, 2003:55; Walker & Courneya, 2006:230).

There is no evidence suggesting TPB is for a specific population, therefore, it is anticipated that Deaf individuals' leisure behaviours are influenced by the same factors as proposed by Ajzen (1991), irrespective of their nature of disability. The author stresses that behaviour can be manipulated by internal and external factors, and such factors plays a critical role in human behaviour and in building human identity and character.

#### **2.3.2 Conclusion based on the theories**

From the discussed theories, none possesses a full explanation as to why humans behave as they do, however, all these theories have similar elements of interest and therefore, remain relevant to the study. The study relates to Ryan and Deci with their STD theory, as it explores the influences of what motivates humans to behave in certain ways in different circumstances. It stresses that motivation is multidimensional and resides along a continuum of self-determination, extending from amotivation to intrinsic and extrinsic motivation (Gillison *et al.*, 2006:837; Ryan & Deci, 2008:68).

Similarly, Maslow's hierarchy of needs and Ryan and Deci's theory complement one another, although Ryan and Deci's theory narrowed the needs into small groups, it can be said that the two theories have a common ground. Maslow's hierarchy of needs indicate that people possess five needs, namely: physical/biological needs, safety/security needs, social needs, esteem needs and self-actualization needs (Datta, 2013:54; Potgieter, 2013:21; Thielke *et al*, 2011:476). With the five needs mentioned, this study related to Maslow's hierarchy of needs on the self-actualisation. It is expected that every individual have the need to realise his/her worth and acknowledge his or her self. As it is the case with deaf individuals, it is concluded that they have the need for self-actualisation.

Bandura's Learning Theory, and Marcus and Forsyth's discussion thereof, relate to the study, as it suggests that behaviour can be learnt, through observation or lived experience (Bandura, 1971:3; Marcus & Forsyth, 2009:22). The authors also stress that to master a skill, it is important for one to take it gradually, to lay a foundation to the potential desired skills. Finally, Ajzen (1991: 180) TBP that human behaviour is planned and can be manipulated (Hobbs *et al.*, 2012:234; Kleiber *et al.*, 2011:177; Latimer & Martin-Ginis, 2005:391; Pierro *et al*, 2003:55; Walker & Courneya, 2006:230). Hobbs *et al.* (2012:234), Kleiber *et al.* (2011:177), Latimer and Martin-Ginis (2005:391), Pierro *et al.* (2003:55) and Walker and Courneya (2006:230) stress that a person's behaviour respectively rests on his/her willingness of engaging in any given behaviour. The theories discussed are all relevant and they can be used to relate to the study population, with special consideration of their unique form of disability.

## **2.4 Leisure needs**

Leisure need-satisfaction constructs can help leisure service practitioners with planning the type of support, programmes, and services to be provided (Mannell, 1999:245). Howe and Qui (*cited by* Mannell, 1999:245) suggested that leisure practitioners can provide quality services if they could identify people's leisure needs, understand the types of opportunities that can help satisfy their leisure needs. The authors therefore, suggest that from there, the next step is developing the appropriate and adequate services, highlighting that a needs assessment has to be taken into consideration before conducting or imposing services to people. However, the measurement of need-satisfaction is problematic as the main access to need and satisfaction states is through the questionable avenue of self-reports (Mannell, 1999:245).

According to Mannell (1999:246), the ability of people to assess, their cognitive processes have been questioned. The author further points out that often when people are asked about "what satisfaction they receive from participation" the answers are usually stereotypic, and it remains difficult to determine if the expressed needs are accurate indicators of underlying leisure

motivation. This method also leads to inconsistency in responses when measurements occur at different times.

Another difficulty in the leisure need-satisfaction approach is that people may seek variety of satisfaction in a certain leisure activity, given their individual preference and interests; in other words, the need-satisfaction properties of activities and settings exist to a large extent in the mind of participant and not in the activity itself (Mannell, 1999:246). The link between activity, setting and satisfaction that people often perceive to be available is influenced by a variety of leisure activity or setting, personality differences, companionships, and success in the activity (Mannell, 1999:246).

According to Kleiber *et al.* (2011:137) reasons, why people participate in leisure can be categorised into two categories: escaping and seeking. People feel the need to escape their frustrating, stressing, and demanding obligations to participate in spontaneous activities (Kleiber *et al.*, 2011:137). The author also suggests that people escape their obligational worlds based on the need for optimal arousal; individuals are constantly trying to escape from under-arousing and over-arousing conditions. The other dimension is the tendency to seek psychological need satisfaction from participation in leisure activities (Kleiber *et al.*, 2011:138). Furthermore, the authors suggested that satisfaction sought from people through leisure could be categorised into two: personal and interpersonal types. Personal satisfaction consists mainly of self-determination, sense of competence, challenge, learning, exploration and relaxation; while on the other hand; interpersonal satisfaction consist of the need for social contact and the feeling to be connected with others (Kleiber *et al.*, 2011:138).

#### **2.4.1 Leisure needs theories**

It should be noted that the needs of people with disabilities are compromised in as far as leisure and recreation is concerned. It is important for leisure service providers to be cautious of “one-size-fits-all” approaches for service delivery, as this may exclude people with disabilities’ leisure choices (Bradshaw, 1972:71; Edginton *et al.*, 2004:145). Although, for inclusion programme purposes the “one-size fits all” strategy may be ideal, it is important to consider the unique nature of deaf people’s abilities and design inclusive programmes that take this into consideration. In order to be able to satisfy leisure needs and consider deaf communities in the services provided, a leisure practitioner ought to be considerate, be cautious and explore all avenues. Bradshaw (1972:71) reported four category of needs (normative, felt, expressed and comparative needs) and Edginton *et al.* (2004:145) reported the fifth categories of needs (created needs) used to assist in providing leisure services.

### *Normative needs*

This type of needs represents a fair judgement of leisure related norms or standards made by experts in the leisure services field (i.e. criteria for open space standards). According to Bradshaw (1972:72) and Edginton *et al.* (2004:146) a normative need refers to the standards that reflect the needs of the majority population. Bradshaw (1972:72) and Edginton *et al.* (2004:147) stress that however, that such a perspective may not always cater to the needs of certain minority population, such as deaf communities, physically challenged and others. Standards used in the identification of normative needs, includes desirable relationships between areas, population, user groups/targeted population, time, distance, staff, sites (Bradshaw, 1972:72-73; Edginton *et al.*, 2004:146).

### *Felt needs*

Felt needs is viewed as the desire that an individual has but unfortunately due to circumstances has not yet expressed the said needs. In other words, this type of needs are focused on people's desire of wanting to achieve a certain skill and action (an activity of their choice) rather than what they are currently achieving or have achieved in the past (Bradshaw, 1972:73; Edginton *et al.*, 2004:147). However, felt needs are limited by the individual's knowledge and perception of available leisure service opportunities (Bradshaw, 1972:73; Edginton *et al.*, 2004:147). It can be anticipated that deaf communities experience this need, however, a challenge may be that leisure service providers do not share the same needs with them, and that would disadvantage deaf communities. Additionally, a lack of awareness and opportunities can be challenging, therefore, should felt needs of the majority be used as a sole method of determining leisure services to societies, it should be done so with knowledge of its limitations.

### *Expressed needs*

According to Bradshaw (1972:73) and Edginton *et al.* (2004:147), expressed needs can be thought of as felt needs being put into action, as this needs concentrates on the activities being done, rather than the fantasy of engaging in activities. Additionally, Edginton *et al.* (2004:148) stress that for individuals to express their needs; they must be able to understand what their needs are, and then anticipate how these needs might be fulfilled. The authors further stressed that the major problem involved in using expressed needs as a sole programme determinant would disadvantage other populations or rather the minority population (i.e. deaf communities, physically challenged, mentally challenged etc.), hence, leisure service providers would focus on the activities being done and ignoring the initiation of new leisure services within a certain society.

### *Comparative needs*

This method takes place whereby leisure organisations compares services it offers to a certain population and the behavioural results of these leisure services with similar populations and their services (Bradshaw, 1972:73; Edginton *et al.*, 2004:147). The authors additionally stressed that leisure organisations may use this method to check areas which they need to improve on. Furthermore, comparative needs method can be used to determine leisure experiences among groups in a community or neighbourhood (Bradshaw, 1972:73; Edginton *et al.*, 2004:147). However, having made sense of the composition of comparative needs method, Bradshaw (1972:74) and Edginton *et al.* (2004:149) cautions that this method could disadvantage many populations, as it uses a strategy similar to “the one size-fits-all”, approach in which deaf communities and other minority populations might be disadvantaged should this method be used as sole program identification.

### *Created needs*

Created needs refer to programmes, leisure services, and leisure activities identified and introduced by leisure organisations and accepted by community members involved, without them having prior knowledge of the leisure services and or activities (Edginton *et al.*, 2004:149). The method of created needs may be viewed as a sense of leisure education which is a valuable component of leisure organisations, and the relationship between organisations and participants is mutual as the organisation gets participants and participants enjoys the experiences provided.

## **2.5 Leisure constraints**

Despite the increasing need for satisfying leisure needs all over the world as observed by Ryan and Deci (2000:69), minority communities, such as deaf communities in this study, are restricted by various factors. In leisure terms, those factors are referred to as leisure barriers or constraints. Leisure constraints are defined as perceived limitation or prohibition to participation in leisure activities for purposes of amusement, enjoyable and somewhat adventurous activities (Samdahl & Jekubovich, 1997:461).

Acknowledging the previous discussion, about the leisure needs of deaf communities, it should be stressed that regardless of cautious planning and consideration of leisure services providers, it is possible for deaf communities to experience leisure constraints in the planned leisure activities. The field of leisure constraints has been widely recognised as prominent in leisure research and is well documented with literature from authors such as Crawford and Godbey, (1987), Jackson (1991). Jackson and Scott (1999:301) give evidence that research in leisure constraint has been well researched, and that the notion of constraints has been the attraction of past and ongoing research.

In the early 1980's three fundamental shifts in focus and conceptualisation for leisure constraints appeared. Firstly, the term constraints are now preferred to as barriers, because the term is considered to not be capturing a range of explanations of leisure constrained behaviour (Jackson & Scott, 1999:300). Secondly, the replacement of the term recreation with leisure simultaneously represents both broadening the focus of investigation and forging closer links than before with the mainstream of thinking in leisure study research.

The third change, dropping the word participation, is based on recognition that constraints influence far more than the choice to participate, rather, other aspects of leisure, including the formation of preference, the derivation of enjoyment, specialisation, and choice of facility (Jackson & Scott, 1999:300). It can therefore, be anticipated that these changes influence the current study as there now a holistic way to leisure constraints research, enabling various factors to be studied which will broaden and expand the body of knowledge and give direction for future research.

Jackson and Scott (1999:305) explored various variables in leisure constraints, which include the inability to maintain participation at or increase it to the desired levels, ceasing participation in former activities, the non-use of public leisure, and lack of enjoyment in current activities. According to Jackson and Scott (1999:306) few types of constraints are experienced with equal intensity by all sections of the population; rather, constraints have greater or less effects depending on personal and situational circumstances signified by demographic descriptors. Furthermore, the authors stated that no subgroup is entirely free from constraints.

### **2.5.1 Leisure constraints theories**

Through the years authors attempted to classify or categorise leisure constraints. Francken and van Raaij (1981:152) categorised leisure constraints into external and internal constraints. Constraints such as lack of time and money, geographical distance, and lack of facilities were suggested as external constraints, whereas personal capacities, abilities, knowledge, and interest were suggested as internal by these authors. Jackson and Searle (1985:356) suggested another conceptual distinction in categorising leisure constraints; they suggested blocking and inhibiting as categories.

Blocking constraints were considered as those that absolutely preclude individuals from participation, whereas inhibiting constraints were those, which merely serve to inhibit the ability to participate to a greater or lesser extent, depending on circumstances. Thus far, the accepted categories in leisure constraints are by Crawford and Godbey (1987:119-120). These authors introduced a constraints hierarchy model, in which it included three categories of constraints, namely, intrapersonal, interpersonal and structural constraints.

According to Crawford and Godbey (1987:119) intrapersonal constraints involve an individual's psychological state, which serves as intrinsic motivation which could result in positive or negative perception, depending on the leisure preference and participation. Examples of intrapersonal constraints include stress, depression, anxiety, self-esteem and confidence, and perceived self-skill (Crawford & Godbey, 1987:119). A study by Alexandris and Carroll (1999:321) conducted in Greece showed that individuals reported several constraint types.

Among them includes social situations and self-confidence, and is similar to the proposed intrapersonal constraints of Crawford and Godbey (1987:120). Other factors include lack of knowledge (involves factors like; lack of leisure activity awareness, lack of experience in leisure activities, lack of leisure skills). Finally, lack of interest (this can be caused by not changing daily routines, unpleasant previous experience). Furthermore Fernandez Ballesteros *et al.* (cited by Conde, 2012:138) proposed five personal factors, namely: leisure habits, health status, socio-cultural status, social relationships and functional ability that can be classified as intrapersonal constraints.

Interpersonal constraints are a result of self-perception; though it mostly focuses on the extrinsic motivation, such as lacking someone to have faith in your abilities to achieve (Crawford & Godbey, 1987:119-120). Isolation, phobia and social stigma have a lot of influence in this aspect and once this is a constraint for disabled individuals, it will be very difficult for them to open up and participate in social leisure activities (Crawford & Godbey, 1987:119-120). Additionally, social constraints described by Kelly (2012:481) refer to situations wherein people with disability are segregated from the population because of their inability to conduct certain actions and or behaviour.

Concurrent to the above-mentioned authors, and Kelly's studies, Rolfe *et al.* (2012:267) suggested that lack of knowledge about disabilities, as a social barrier is a major factor experienced by female participants during inclusive leisure participation. Alexandris and Carroll (1999:321) research in Greece showed that individuals reported the lack of a partner, including lack of peer participation and lack of similar interest from peers, as interpersonal constraints.

According to Crawford and Godbey (1987:120) structural constraints are referred to as hindering factors between an individuals' leisure choice and leisure participation. Examples of this type of constraint can be affordability of leisure activities (financial resources), user friendliness of facilities and services, available time from obligations and the availability of opportunities present (Crawford & Godbey, 1987:120). According to Kelly (2012:480) physical constraints are factors that include stairways, doorways, fixed seating and uneven paths that normally prevents or limits an individual (in this case disabled society) to gain access to leisure and recreation facilities to participate and therefore, can be categorised as structural constraints.

In addition to Kelly's study, Rolfe *et al.* (2012:266) suggest that physical inaccessibility within community based recreation and leisure services limits people with disabilities' direct participation and involvement in leisure and recreation activities. A study by Alexandris and Carroll (1999:321) presented facilities/services (e.g. inadequate leisure facilities, lack of maintenance to leisure facilities, lack of interest to programmes/activities offered) as significant constraints. Furthermore, accessibility/finances (e.g. lack of leisure activities opportunities in the nearby surrounding, long durations of travelling to reach leisure sites, transportation fare costs) were reported as factors that make up structural constraints. Lastly, time (e.g. lack of free time due to work/family obligations and lack of time due to academic obligations) was reported as a structural constraint. In addition to structural constraints, Maart *et al.* (2007:357) report that environment plays a critical role in the degree of difficulties experienced by persons with disability.

### **2.5.2 Conclusion of the leisure constraints theories**

Crawford and Godbey's (1987:119) hierarchy model of constraints serves as a foundation in understanding and interpreting the phenomena of leisure constraints. The authors recommend that users of leisure and recreation facilities be considerate as their actions may also be a constraint to another's leisure participation. Expanding on the same notion Rolfe *et al.* (2012:276) suggests that having a general knowledge for people with disability can influence their leisure participation (positively), while inclusive leisure activities can be significance to disabled persons' leisure participation.

Persons with disability are marginalised from mainstream leisure activities, which cause bigger barriers to their participation (Brett, 2002:826). In the study by Tsai and Fung (2005:200) where they studied leisure time physical activity of hearing impaired students, it was discovered and concluded that the mainstream population are observed as advantageous to the hearing impaired during mixed (hearing and non-hearing) leisure interactions, therefore, non-hearing students perceived leisure participation as being impossible respectively.

In terms of disability, Rolfe *et al.* (2012:266) states that women face double exclusion during their leisure involvement that includes disability discrimination and sexism. Additionally, South Africa is reported to direct attention on medical needs of disability and overlooking the welfare framework needed for disability, exposing a huge gap for people with disabilities and their welfare needs resulting in exclusion from mainstream society (Maart *et al.*, 2007:357).

In realising and acknowledging persons with disability in South Africa, the government established an office known as Office on the Status of Disabled Persons (2003:32) to monitor and facilitate access for persons with disabilities to basic and essential rights. Henderson *et al.* (1995:20) suggest that people should adopt the notion that disability is not a person rather a condition, which

means people, should learn to separate the person from the disability, acknowledging a person in the first place and disability in second place.

It is assumed that there is a negative relationship between constraints and leisure participation, with people perceiving that constraints lead to non-participation or reduce leisure involvement (Alexandris & Carroll, 1997:109). In contrast to Alexandris and Carroll (1997:110), Shaw *et al.* (1991:895) provided evidence against the existing assumption on the negative relationship between constraints and participation. Imperatively, Shaw *et al.* (1991:290) discovered structural constraints such as age, gender, lifestyle, occupational status and income to be the major factors influencing level of participation.

Furthermore, the authors suggest that ill-health and low energy for women compared to ill-health, low energy and lack of self-discipline for men had significant negative relationship with participation, while no other significant negative relationship between constraints and participation were found. Additionally, according to Rolfe *et al.* (2012:260) women with disabilities are likely to experience exclusion in leisure compared to men with disabilities.

## **2.6 Deaf adults in South Africa**

Although deaf communities are categorised as one, it is important to understand and to acknowledge that it is not always the case. It is insensitive to generalise the population by mere virtue of them being deaf and assume that they all fit into one category. Literature recognises that there is a distinction between “deaf” communities and “Deaf” communities (Bullock & Mahon, 2001:203; Holcomb, 2013:38; Young & Hunt, 2011:1). The authors suggest that “deaf” communities, it is mostly the case that they omit themselves from all ‘Deaf communities’ activities and do not use sign language as their mode of communication. Literature suggest that in most cases deaf communities are likely to have encountered deafness at a later stage of their lives (Bullock & Mahon, 2001:203; Holcomb, 2013:38; Young & Hunt, 2011:1).

However, “Deaf” communities embrace their unique culture, heritage, and are more involved in the Deaf activities, they engage with activities that, surrounds them with the culture, and use sign language as their mode of communication (Bullock & Mahon, 2001:203, Holcomb, 2013:45; Young & Hunt, 2011:1). To distinguish between the two communities, Bauman (cited by Holcomb, 2013:45) suggests that it would be ideal and in order to capitalise the “F” in “Deaf” which would read as “DeaF”, which the author stresses could assist to identify one as bilingual and bicultural fluid and fluent. Woll and Ladd (2011:162) identified three factors, which they believe are major contributors in forming a “Deaf community”, namely, deafness, communication and mutual support.

Communication remains a challenge to deaf individuals that have hearing families, as this creates miscommunication to the deaf person and their family members, more especially if the family do not learn sign language (Morgan, 2008:181). The author stress that if the family learn sign language, this would help the deaf child, as he/she will be exposed from a grass-root level instead of adapting to sign language from the outside environment.

## **2.7 Current developments in South Africa**

There is an obligation from the constitution to protect against discrimination based on being deaf; the Equality Clause gives guidance for equal treatment of all deaf people in South Africa (Morgan, 2008:263). The author further continues by noting that the South African Constitution of 1996 expresses that people have the right to use sign language and participate in the culture of their choice, as does any hearing people.

Unfortunately, despite a right to equality, this is often not the case for persons with disability and hence the National Disability Strategy condemns the segregation of persons with disabilities from the mainstream of society (Department of Education, 2001:85). The White paper on Education notes a great concern among deaf people regarding their illiteracy, however, it is understood that it is mostly because teachers in deaf schools are not fully equipped to teach basic South African Sign Language (SASL) and thus inconveniencing deaf students at schools. However, it remains challenging within the basic education of South Africa to equip schools for the deaf with trained educators that understand how deaf cultures embrace themselves (Morgan, 2008:263).

In 2003, South African deaf communities achieved a significant milestone, when the community arranged a march of almost 3000 people from all over the country gathered in Johannesburg and submitted a memorandum to then honourable Minister of Education Kader Asmal. In the memo, the deaf communities addressed key issues surrounding their Educational needs (Morgan, 2008:263):

- Schools for the deaf learners receive an official circular addressing and supporting SASL issues
- SASL be officially approved as a medium of instruction for deaf learners
- SASL be officially approved as an examination subject in schools for the deaf learners, equal in status to the spoken languages offered in hearing schools
- In-service training of educators in SASL becomes compulsory in schools for the deaf
- The Department undertakes that the SASL skill of each educator will be evaluated as a starting point, and that the SASL Training and Evaluation Committee of DEAFSA will be actively involved in this evaluation process

- The SASL Training and Evaluation Committee of DEAFSA will be actively involved in the SASL training of educators
- The department undertakes to accept responsibility for the development of teaching and learning materials in SASL and that this will happen in close co-operation with DEAFSA

It is clear that deaf communities face various struggles in order to be included in the mainstream activities that include equal access to leisure opportunities. It is therefore, important that deaf communities' leisure needs are satisfied and progress be made to overcome their leisure constraints.

## **2.8 Experiences of deaf adults in South Africa**

Depending on the severity of hearing loss, different strategies can facilitate communication between deaf and hearing persons. Although, it must be noted that not all of these strategies will be successful in facilitating inclusive leisure and recreation participation. There are methods used to ensure that the general population and deaf individuals can interact on daily encounters, namely hearing aids, sign language, lip reading, and teletypewriters (Leitner & Leitner, 2012:309; Schultz *et al.*, 2013:51). It can be anticipated that such techniques can be adopted and incorporated in leisure activities to provide deaf adults with leisure experiences. Another method of communication used by deaf people is cued speech (Bullock & Mahon, 2001:205).

Cued speech is a phonemically based system used by some people who are deaf; this method encompasses eight hand shapes and four positions around the face to symbolize spoken language (Bullock & Mahon, 2001:205). Drawing from the authors, it seems unrealistic to expect deaf people to be in active leisure activities with hearing people, and utilise sign language throughout, these activities. Schultz *et al.* (2013:54) emphasise that no matter what method used to interact with deaf communities, it is important to keep sight of them so that they can read body language that help understand missing cues to a conversation. Even with methods of trying to be inclusive to verbal communications, there are still major impeding factors that make it difficult for a deaf person to communicate with hearing people.

Factors, such as background noise, poor lighting, fast conversation, mumbling, chewing gum and more than one-person talking simultaneously remaining top on the list for someone relying on hearing aid/cochlear implant and lip-reading (Olivia, 2004:56). Based on the above mentioned, it becomes apparent that providing an inclusive recreation and leisure opportunities to deaf individuals can be challenging as many leisure and recreation activities (e.g. sport) have inherent characteristics and distractions that may hinder clear communication between hearing and deaf participants.

According to Lu *et al.* (2015:2) deaf people reflect and grow their self-image through frequent interactions with adult figures such as guardians, parents and teachers and mostly with their peers in public domains, such as classmates, because communication problems influence their development of social networks outside their family. In this regard, deaf people consider themselves a tight and interconnected community that enjoys the company of other deaf people, actively seeking out opportunities in which to interact (Lu *et al.*, 2015:7).

A study by Hadjidakou and Nikolarazi (2011:610) shows that deaf people enjoy the pleasure of being in each other's company, during their leisure and recreation time as this helps them to exchange information, socialise in a relaxed method of their understanding sign language. According to Hadjidakou and Nikolarazi, (2011:605) deaf communities should be viewed with a similar perspective of being part of the same population rather than a "special group of community". Furthermore, the authors suggest that deaf people should not be seen as a minority group with cultural and linguistic differences to the majority group, instead of being perceived as a group with medical conditions. Additionally, the authors stress that regardless of the various sign language proficiency levels within deaf communities (depending on the level of education, and family background); sign language acts as a symbol of recognition and identity.

Leitner and Leitner (2012:309) suggest that the primary constraint to deaf individuals and those with hearing loss is communication and that this may cause delayed cultural skills due to language defects. Lu *et al.* (2014:7) stress that the negative impacts of hearing loss, as it affects peoples' psychological and further, influence the interrelationship among social experiences, such as self-esteem and life satisfaction, particularly in deaf adolescents within a special education referred to as "special" because it's only for deaf persons. Understanding hearing loss and deafness, it would be knowledgeable to understand the causes of it. Hearing impairment is an umbrella concept that includes all forms of loss, ranging from mild to profound deafness (Bullock & Mahon, 2001:201).

For the purpose of this study, we focus only on severe and profound deaf adults. Adults with severe hearing disability in the study refers to deaf adults with hearing ability of 71-91db (decibel-the measure of sound), which causes difficulties for this persons to interact in group discussions or gatherings, as he/she at all times needs to face the speaker to follow the conversation. Additionally, the study also focuses on profoundly deaf adults with 90+ db. This group relies heavily on visual cues, which supplements hearing for the individuals, and or text messages and sign language (Bullock & Mahon, 2001:203).

## **2.9 Expanding opportunities for leisure participation**

Intergenerational programming plays a very critical role in young people's leisure involvement, as the bond between grandparent and grandchild is second in emotional power only to the parent-

child relationship (Cordes, 2013:156). Children who participate in these kinds of programmes are subject to receive loving attention and develop a more positive outlook towards growing older (Cordes, 2013:157). Successful intergenerational programming involves frequent interaction between young people and older adults, thus participants keep busy with activities that promote learning, communication, and importantly a sense of belonging (Cordes, 2013:157). According to Kleiber *et al.* (2011:102) good leisure experience has the outcome of contributing to well-being and happiness.

Structured activities such as sport leagues, musical lessons and scouting organised by surrounding adults at either school or communities lay a strong foundation for children's involvement and participation in leisure activities (Fletcher *et al.*, 2003:642). The authors also observe that children become spontaneous and their activity preferences, during adolescence are unstructured activities e.g. spending time engaging in social interactions with friends or siblings, reading or listening to music alone, or engaging in spontaneous play activities (Fletcher *et al.*, 2003:642).

Although, there is no significant documents and research regarding intergenerational programming and deaf populations, it can still provide a good foundation for young deaf populations to have full exposure to this program format as it may strengthen their participation in leisure. Even though the previous statement is based on assumptions, it can be said that deaf people remain part of the population, the difference is only on our communicating skills. Therefore, it is concluded that we all share similar experiences, however, we encounter the experiences differently.

## **2.10 Expanding leisure opportunities for people with disabilities**

Research has shown that in New England in the United States of America, members of the deaf community have always been independent off public recreation. Deaf people in New England organise their own leisure and recreational activities, to advance their intellectual, social, moral, temporal and spiritual welfare of their unique community (Olivia, 2004:57). The notion that deaf people are a close society and share a common culture and they strengthen it by addressing their own needs is well justified by Olivia (2004:57) in her study. Participation in leisure and recreational activities promotes knowledge, understanding and opportunity for interaction among members sharing the same identity, e.g. deaf individuals (Arsici *et al.*, 2012:3).

According to Steward and Ellis (2005:61), lack of awareness in leisure activities among deaf communities becomes a major impeding factor for their participation in leisure and sporting activities. Respective of Steward and Ellis (2005:61) research, Celik *et al.* (2014:34) stress that regardless of the pattern and intensity of leisure participation, people with disability are less likely

to vary from those without any disability. Furthermore, both groups are subject to diverse leisure constraints for participation in leisure activities and from accomplishing desired level of satisfaction to leisure activities.

Celik *et al.* (2014:34) further expand that leisure participation does not depend on the lack of constraints, rather on how those constraints are negotiated. It is important for leisure service providers to be aware of factors that must be taken into account when involving deaf communities in leisure services, in which it will remain priority to understand the extent to which the mode of communication affects or constrain leisure participation and satisfaction (Oliva & Simonsen, 2000:81).

### **2.11 Expanding leisure opportunities for deaf adults**

Leisure has the potential to provide individuals with many benefits, but it is only possible if all persons were included in the available activities and resources. Unfortunately, despite the fact that developmental opportunities derived from leisure participation by people with disabilities are essential for their psychological growth and well-being, Brett (2002:826) gave evidence that disable people are often deprived of opportunities to participate in leisure.

Additionally, according to Oliva and Simonsen (2000:80) leisure for people with disabilities appear overlooked by service providers, and the general population compromises the needs of people with disabilities. Expanding to this notion, Eccles *et al.* (2003:872) argue that people with disabilities have the rights to be part of decision that affect their leisure activities and more importantly feel appreciated for their input counts.

A healthy lifestyle increases one's level of physical, psychological and social well-being (Conde, 2012:139). The author also points that most rural areas have low leisure opportunities or community-based leisure programmes for special populations including elderly persons, people with disabilities, pregnant women and children. Furthermore, the author made conclusions about the significant difference in the provision of facilities and leisure patterns for special populations living in rural or urban environments. This notion is key in making sure that grass root sports and social inclusion is realised within all spheres of the country, especially disadvantaged communities (Conde, 2012:139).

## **2.12 Leisure needs of deaf adults**

According to Olivia (2004:55) extracurricular activities for deaf persons through their school years, starting from their foundation phase of school, will serve as a basic training laboratory for positive social relationship during their adult lives. Despite this important phase, Eccles and Roeser (2011:235) stress that, unfortunately, the most ignored part of leisure involvement and participation is where children get first hand exposure to opportunities for activities.

Eccles and Roeser (2011:235) suggest that spontaneous activities play a vital role in peoples' leisure participation and interest in play. The authors further, suggested that when children participate in extracurricular activities they get opportunities to interact with their peers, which prevents them from participating in risky activities. Additionally, develop intellectual levels and promote their creativity when they mingle with their peers on the playgrounds. Lastly, they increase their social networking and engagement as promote their pro-social values.

Additionally, Olivia (2004:56) point that those extracurricular activities plays a significant role in the making of friends for deaf children, as teenagers are often impressed when a deaf student's talent excels and this indirectly provides opportunity for deaf children with a structured setting in which friends can be made. From these discussions it is clear that early exposure to leisure and recreation opportunities, either at school or within a social context, is of utmost importance in the development of a healthy and inclusive adult society.

## **2.13 Leisure constraints of deaf adults.**

Motivation is a crucial aspect when negotiating constraints to leisure participation: both negotiation and results rely on the strength of, and interaction between constraints and participation in leisure activity and motivations (Alexandris *et al.*, 2002:234). According to Jackson and Scott (1999:305), pinpointing a specific group that is more or less constrained can provide opportunities for targeting and developing of purposeful strategies to alleviate and or remove constraints. Awareness of leisure opportunities is needed in leisure education and environmental education for people with and those without disabilities to promote positive development (Burnett & Baker, 2001:8). People with disabilities, like people without disabilities, have the ability to contribute to societies equally and that is why leisure education and its impact are necessary (Burnett & Baker, 2001:8).

Alexandris *et al.* (2002:234), suggest that constraints are consistent with the definition of social and psychological mediators, and suggested that the type of constraint might affect motivation, which in turn influences participation. The author, further, expand that motivation might be a solution to negotiating leisure constraints, which might determine participation level. Mannell (1999:243) suggest that motives that are vital in people are called motivational dispositions; however, those differ from one person to another. Self-determination theory states that behaviour is intrinsically and extrinsically motivated or amotivated (Deci & Ryan, 2000:228).

Alexandris *et al.* (2002:234) use the foundation of self-determination theory (intrinsic and extrinsic motivation) to suggest that social affect influence psychological mediators, which further influence motivation. Intrinsic motivation influences participation in leisure through various populations, factors such as lack of time classified under structural constraints by Crawford and Godbey (1987). In application of the STD theory to Alexandris *et al.* and their study, it can be anticipated as extrinsic motivation. Time as constraints according to Alexandris and Carroll (1997:109) has a negative relationship with aging individuals; therefore, when considering deaf communities, it is more likely that their participation as they age will be affected as well.

Additionally, constraints such as lack of a partner in leisure negatively affect older and younger participants than middle-aged participants. Factors such as financial and accessibility related constraints were further shown to decrease strongly with ageing. Finally, constraints such as lack of awareness and lack of opportunity were reported as more significantly constraining by the younger and eldest age groups than middle-aged communities (Alexandris & Carroll, 1997:110).

The authors concluded that there is a significant gap, which continues to hinder and constrain leisure participation. Different populations, both abled and disabled communities may experience some similar constraints. Furthermore, it is stressed that what is constraining to a certain community does not mean the other community will be confronted by such a constraint. Although the above discussion gives direction and a sort of remedy of negotiating constraints, it is however, unforeseeable that deaf communities would apply the same tactics in negotiating constraints that hinder their participation.

## **2.14 Summary of literature review**

This chapter reviewed literature and theories related, and applicable, to the study. Disability was identified as any obstacle, whether psychological, physiological or physical, that prohibits a person to participate in various life activities freely. Furthermore, leisure as the main concept for the study, as well as other concepts such as leisure inclusion, leisure needs, leisure behaviour, leisure constraints, people with disabilities and deaf adults were discussed and provide an in-depth understanding of how leisure affects and influence persons who are deaf. Furthermore,

theories that influence humans' behaviour were reviewed and although none of the theories provided a complete understanding of human behaviour, the different theories complement each other and gives a richer understanding of leisure behaviour.

Leisure needs (created, felt, comparative, expressed and normative needs) were also identified and despite the increasing need to satisfy leisure needs, it became apparent that deaf adults would be confronted with leisure constraints. Regarding the population of interest, literature recognises that these communities face unique challenges with regard to leisure participation and that there is a need for inclusive services that will assist them to participate freely in leisure activities.

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## **CHAPTER 3: LEISURE NEEDS AS PERCEIVED AND EXPERIENCED BY DEAF ADULTS IN THE NORTH WEST PROVINCE**

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**Title: Leisure needs as perceived and experienced by deaf adults in the North West Province**

## **ABSTRACT**

Deaf people are often victims of marginalisation in terms of mainstream activities, including recreation and leisure, resulting in unique leisure needs and experiences. The purpose of this study was to interpret and describe leisure needs and experiences of deaf adults in the North West Province. A qualitative research design, utilising face-to-face, semi-structured interviews, was followed to collect data from 13 young deaf adults aged from 18-34 years. From the transcribed interviews, four themes (leisure meaning, leisure participation activities, leisure activities encounter experiences and need for diverse activities) were generated. The results showed that for leisure meaning, deaf adults perceived it as being an activity, time, and an experience. Furthermore, leisure participation activities, such as soccer, swimming, chess, rugby, and athletics, were the main activities engaged in by deaf adults. Additionally, positive and negative experiences encountered by the participants included enjoyment, a sense of expressing themselves and anger. Lastly, the participants were of the opinion that more leisure activities, such as having a barbeque, going to the movies, socialising, engaging in hula-hoops, travelling overseas and playing, should also be included to satisfy their leisure needs and levels. The study concluded that all-inclusive leisure activities that could lower the levels of vulnerability in deaf persons should be established. Furthermore, support from government should be a priority in assisting deaf persons, not only at the local level, but also across the broader society.

**KEY WORDS:** Deaf adults, Leisure, Leisure experience, Leisure needs.

## **Leisure needs as perceived and experienced by deaf adults in the North West Province**

### **Introduction**

Leisure services are introduced to communities to develop and maintain health, wellness and quality of life for all people, including those with disabilities. The full potential of the services rendered to people with disabilities have not been realised (Stumbo *et al.*, 2011). Aitchison (2000) reported that people with disabilities could achieve independence through leisure participation. Devine (2016) also stressed that people with disabilities are vulnerable due to their disabilities. Therefore, developing active leisure lifestyle programmes for persons with disabilities are paramount for their total well-being. Similarly, Deci and Ryan (2000) suggest that participation in leisure programmes could provide individuals with an opportunity to promote and develop their psychological state, health, and well-being. Leisure has the ability to provide unique opportunities for self-expression and self-development (Eccles & Roester, 2011). Leisure could also serve as a means of reducing stress in people with disability (Devine, 2016).

However, leisure and recreation providers need to anticipate the needs of people with disability, as failure to do so may create unwelcoming and uncomfortable environments that can exclude people with disabilities (Department of Sport and Recreation, 2012). In South Africa, despite the equal rights of access to leisure and recreational opportunities, persons with disabilities are deprived of the opportunity to participate in recreational activities (Department of Sport and Recreation, 2012). On the other hand, a majority of persons with disabilities are marginalised and denied access to fundamental social, political, and economic services (Department of Sport and Recreation, 2012). According to the Department of Sports and Recreation (2012), communities are considered disadvantaged if they are victims of traditional practices, policies or programmes that exclude certain groups of people, and only cater for the needs of others, such as activities or services that exclude disabled communities and favour-the general population.

One particular disabled population that can benefit from leisure is persons with deafness (Arsici *et al.*, 2012). It is possible for individuals with varying ranges of deafness to perceive leisure and recreation as opportunities for learning and engagement with each other, and to rehabilitate from mainstream marginalisation. Interacting with their peers, may lead to social identification with other deaf members (Arsici *et al.*, 2012). The report from Arsici *et al.* (2012) can be used to understand leisure needs as identified and described by Edginton *et al.* (2004).

Leisure needs are the result of a lack of opportunity for play, inadequate access to leisure space, opportunities for social interaction, freedom and choice (Edginton *et al.*, 2004). When combined with other human needs, leisure needs serve as motivation to experience satisfying leisure, which increase leisure involvement and leisure participation (Kleiber *et al.*, 2011). Unfortunately, a significant gap exists between the needs of, and the services available to, communities with disabilities (e.g. deaf adults) in resource constrained environments (Saloojee *et al.*, 2006). Additionally, Conde (2012) notes the influence of choices versus supply and, therefore, an imbalance between the two can influence the leisure needs and satisfaction levels of participants.

When considering the marginalised nature of deaf adults, it is not feasible to expect deaf adults to satisfy their leisure needs, when there is no balance between leisure choices, leisure preferences and leisure demands when compared to the supply of leisure activities (Conde, 2012). Schultz *et al.* (2013) noted a lower engagement of deaf communities in physical activities as compared to their hearing peers. In addition, physical skills for deaf people were noted as being low, which then affects their balance and motor skills during physical activity. Furthermore, Stewart and Ellis (2005) stress that deaf people utilise their leisure to create opportunities for socialisation, as it becomes hard for them to do so in a community that is constituted by hearing people who cannot understand or use sign language. In summary, it is stressed by Leversen *et al.* (2012) that need satisfaction is positive, and advocates for general life satisfaction, beyond the leisure activity space of participants..

Deaf people are confronted with the lack of cultural self-reliance, independence and equality, resulting in infringement of rights, and a desire from deaf members to be who they are (Ram & Muthukrishna, 2001). It should be noted that the needs of people with disabilities, as far as leisure and recreation are concerned, comprise of thoughtful and inclusive leisure services. It is important for leisure service providers to apply caution when utilising a “one-size-fits-all” approach, as this marginalises people with disabilities in terms of their leisure choices. Based on this, the study asks the following research question: “What are the leisure needs and experiences of deaf adults in the North West Province?” Therefore, the study seeks to explore and describe the leisure needs and experiences of deaf adults in the North West Province.

## **Methods**

### **Study design**

The study seeks to explore and describe the leisure needs and experiences of deaf adults in the North West Province. A qualitative, descriptive design was employed in the study to carry out the objectives and address the research question. Face-to-face interviews, with a semi-structured interview schedule, was utilised in exploring the participants' experiences.

### **Study setting**

The study was conducted in the North West Province, in liaison with three sites, which included a school, a local deaf association and a mediator from the Potchefstroom area. The study did not make use of the school students, but rather, individuals known by the school, such as former students, volunteers or referrals, as the focus was on deaf adults. The study also included a local deaf Association that is composed of the deaf community, and through a mediator, the deaf community of Potchefstroom was also included in the study.

### **Sample and sampling technique**

Due to the limited access to deaf adults, a non-probability sampling approach, consisting of both purposeful and snowball sampling methods (Greeff, 2011), was used to recruit participants for the study. Eight participants were recruited initially, through purposeful sampling, followed by snowball sampling of an additional five participants, with the assistance of a mediator. The mediator was a senior deaf adult, identified as a role model to young adults in Potchefstroom. The mediator was responsible for recruiting deaf adults that met the study criteria. This approach proved to be effective in ensuring that adults with severe and profound hearing loss, communicating through sign language, were successfully, ethically selected to share their experiences and leisure needs. The research participants were recruited from different backgrounds and communities (semi-urban and urban communities), and included both genders (5 males and 8 females).

### **Inclusion and exclusion criteria**

The study focused on deaf adults with severe (71-91 db) or profound hearing loss (90 + db) referring to deaf individuals who use sign language, and experience an inability to communicate with others verbally from the North West Province. However, participants' hearing were not measured, but they were recruited based on their self-reported level of hearing disability, their

ability to use South African Sign Language (SASL), and read and understand English. Those with milder forms of hearing impairment can still function in society without having to resort to sign language, and were therefore, excluded from the study. Additionally, the study was restricted to participants older than 18 years of age (young adults 18-34 years). Finally, individuals with additional medical conditions or forms of disability were excluded from the study, because their additional disabilities may have an influence on their leisure needs and experiences. Participants were not excluded based on culture, gender or race.

### Data collection

Data was collected through face-to-face interviews, which entailed the use of semi-structured interviews consisting of five open-ended questions, namely (a) What does the term leisure mean to you? (b) Tell me about the leisure activities you participate in (c) What are your experiences from those activities? (d) Which other activities would you like to participate in, given the opportunity? Average time for the interviews was 50 minutes. In each interview, a qualified sign language interpreter was present, to ensure that communication was feasible between the researcher and the deaf participants. The semi-structured interview questions were developed based on the need-satisfaction model proposed by Mannell (1999). Furthermore, interview questions were discussed with relevant experts in the field to ensure usefulness and clarity, as well as relevance and impact regarding the objectives of the study. The first three interviews were used as a trial run to check the relevance (i.e. content and understanding of participants) and accuracy (depth of exploration) of the questions. As the questions and responses from participants were deemed relevant, these interviews were used as part of the data. The interviews were recorded using a digital voice recorder and transcribed verbatim.

### Data analysis

The transcripts were analysed manually using strategies from Quartaroli (2009) and Rapley (2011). First, the texts were coded from the transcripts, thereafter; the texts were grouped to identify themes and sub-themes. Next, the relevant themes and sub-themes were merged, however, still keeping the content of the texts coded. Interview schedule questions one to four explored the leisure needs and experiences of deaf adults. Themes that were relevant to the questions were identified and grouped in a broad category, after each interview in order to keep track of what themes were raised. Open-ended coding was used when analysing the data, and the researcher and an independent co-coder reached a consensus on the themes and sub-themes derived from the data.

During coding, we referred back to the research question to check our purpose in coding, which is called immersion in the data (Matthews & Kostelis, 2011).

### Rigor of the study

Lincoln and Cuba’s (cited by Schurink *et al.*, 2011) model of trustworthiness was used throughout the study, and included credibility, transferability and dependability. Credibility of this study was ensured by allowing adequate engagement with participants during data collection, debriefing, and observations. This allowed the researcher to probe participants to get more insight of their leisure needs and experiences. Transferability in this study was achieved by thorough application of the research methodology through a description of the context and the inclusion of direct quotations from participants. Lastly, dependability was ensured by making use of an independent co-coder to avoid biasness and strengthen the study’s data.

### Ethical consideration

Ethical clearance was obtained from the NWU Ethics committee (NWU-00081-15-A1). The researcher ensured that the rights of participants were observed and respected at all times. The participants were advised prior to the commencement of the study’s interviews that their participation was purely voluntary and should they feel that they want to withdraw at any time, their withdrawal would be accepted without prejudice. When transcribing the recorded data, the names of participants were removed to protect the anonymity of participants and replaced with alphabetical letters (e.g. participant A). Furthermore, with regard to the respect and dignity of participants, during the interviews, the researcher engaged directly with the participants even though the sign language interpreter was present.

## Results

This paper described two sections, namely the leisure experiences of deaf adults and the leisure needs of deaf adults in the North West Province. As an overview, table 1 shows the themes, sub-themes and direct quotes from the participants generated from the interviews.

**Table 1: Leisure experiences and needs of deaf adults in the North West Province.**

Theme	Sub-theme	Sample Quotes
Leisure experiences by deaf adults		
1 Leisure meanings	1.1 Leisure as Activities	<i>“I think the term means what I do for fun, the things that I enjoy”</i>

Theme	Sub-theme	Sample Quotes
		<p><i>"maybe a person going to the library to read about something"</i></p> <p><i>"It can mean maybe doing something besides just sitting at home".</i></p>
	1.2 Leisure as state of mind	<p><i>"I think it means how a person feels, if they feel good or if they don't feel good, if they are able to express themselves".</i></p> <p><i>"I think means to make yourself happy"</i></p> <p><i>"It means something that releases your stress"</i></p>
2 Leisure participation activities	2.1 Leisure Time Physical Activity (LTPA)	<i>"swimming, netball, rugby, soccer, cricket"</i>
	2.2 Social Activities	<i>"braaing, doing people's hair, chatting, learning new signs"</i>
3 Leisure activities as encountered and experienced	3.1 Positive experience	<i>"I feel great, I felt very happy, I was passionate, and I was very good"</i>
	3.2 Negative experience	<i>"I didn't have good experience with the hearing team, I mean there is nothing different, and you can still communicate with the deaf as if you are communicating with the hearing."</i>
Leisure needs of deaf adults		
4 Need for diverse activities	4.1 Sporting activities	<i>"Basketball, golf, athletics, hockey, skipping rope"</i>
	4.2 Social activities	<i>"meeting different people, travel overseas"</i>
	4.3 Passive activities	<i>"playing with water, walking, drama"</i>

## Leisure experience of deaf adults

Theme 1: Leisure meaning.

To better understand, the context from which the questions were answered, the first discussion relates to how deaf adults perceive leisure. Throughout the leisure literature, different meanings and definitions have been used to describe leisure (Cordes, 2013; Kelly, 2012; Voss, 1967). The three most common approaches to defining leisure includes leisure as activity, leisure as free time, and leisure as a state of mind (Cordes, 2013; Kelly, 2012 & Voss, 1967). Based on the question, "What does the term leisure mean to you?" it is clear that two subthemes, namely leisure as activity

and leisure as a state of mind emerged, as some deaf adults see leisure as activity, whilst others see leisure as a state of mind.

In terms of subtheme 1.1, leisure as activity, one prominent perception was quoted by participant A, who mentioned, *“I think the term means what I do for fun, the things that I enjoy like travelling, maybe like cooking, and like maybe play sports or just something that I enjoy”*. In addition, participant B suggests *“maybe a person going to the library to read about something.”* Additionally participant C said, *“It can mean maybe doing something besides just sitting at home”*. It can be seen that, in line with the literature (Cordes, 2013; Kelly, 2012), these participants relate leisure to a set of activities.

Subtheme 1.2, illustrates that another approach to defining leisure is to see leisure as a state of mind, including the attitudes and experiences of the participants (Kelly, 2012). Seen as a state of mind, participant D said, *“to make yourself happy”* and participant E said, *“being happy”*. Additionally participant F said; *“I think it means how a person feels, if they feel good or if they don’t feel good, if they are able to express themselves.”* Lastly, participant G said, *“It’s something that releases your stress.”* It is clear that for these deaf adults, leisure is not categorised by what a person does, but rather by the state of mind and the experience gained through participation. This is in line with the literature that defines leisure as a state of mind (Cordes, 2013; Voss, 1967). It can be argued that some participants in this study see leisure as time, as did Cordes (2013), Kelly (2012) and Voss (1967).

## Theme 2: Leisure participation activities

Despite not having equal access, it should not be assumed that deaf adults are not involved in leisure and recreation activities. When asked what leisure activities deaf adults participate in to address their leisure needs, a diverse list of activities were mentioned. The comprehensive list of activities reported as subthemes are as follows: Subtheme 2.1, LTPA: table tennis, swimming, netball, drum majorettes, exercise, dance, rugby, soccer, volleyball, and cricket. Furthermore, in subtheme 2.2, social activities were also mentioned, including learning new signs, visiting and “braaing”, doing people’s hair, encouraging deaf people, clubbing, hanging-out and chatting, watching television, doing laundry, shopping, sewing, drinking, browsing the internet, baking, cooking, and going to church were also mentioned.

In terms of participation in leisure activities, the findings illustrate that for deaf adults in this study, leisure involvement included team based, individual sports, and physical activities. The results

show that deaf adults participate in leisure activities, despite not having equal opportunities. The activities mentioned in the results reflect what Bradshaw (1972) and Edginton *et al.* (2004) categorised as expressed needs. Expressed needs are perceived as services that are demanded by people, in this study deaf adult. Bradshaw (1972) and Edginton *et al.* (2004) stress that people cannot demand a service, unless necessary. However, it remains critical to note that for deaf adults to participate in these activities does not mean that their leisure needs are being met. Furthermore, these findings seem to be in contrast with what Olivia (2004) found, namely, that deaf people prefer individual sports and physical activities, and choose to spend their time by themselves or with deaf peers.

A possible reason for the findings in this study may be that they want to enjoy the pleasure of being in activities that engage and enhance their social skills, while enjoying the leisure activities. According to Petri and Poland (1998), people with disabilities participate in leisure because they want to do what their peers are doing. They also prefer to have access and opportunity to participate and not to be bound by sets of rules, or be victims of exclusion.

### Theme 3: Leisure activities as encountered and experienced

Research has moved away from merely looking at what people do for leisure and how they do it, to a point of studying the quality of their leisure experiences (Burnett & Baker, 2001). This section discusses the participants' experiences during leisure in terms of the question "what are your experiences from leisure activities?" From the interviews, two subthemes emerged, namely, positive experiences (subtheme 3.1.) and negative experiences (subtheme 3.2.). The following subtheme on the leisure experiences of deaf adults encompasses the theory by Maslow (cited by Thielke *et al.*, 2012), Datta (2013) and draws from the social learning theory of Bandura (1971), and Marcus and Forsyth (2009).

In terms of subtheme 3.1, positive experiences, the majority of participants shared the same sentiments and expressed almost the same positive feelings. Participants mentioned that their leisure made them feel happy. Participant A said, "*When participating in leisure activities, I feel okay, I feel good, and I mean I am deaf so yeah am good*". In addition, participant H said, "*I feel great, I felt very happy, I was passionate, and I was very good.*" Hadjidakou and Nikolarazi (2011) suggest that self-ascription plays a critical role in deaf people, which positively influence deaf identity and the status of deaf people. Additionally, Participant A illustrated self-ascription by accepting his identity as a positive trait and expressed happy feelings during participation, which is in line with findings of Hadjidakou and Nikolarazi (2011).

It is known that leisure can produce endless benefits to participants. Estes and Henderson (2003) report that for one to be happy, there is a need for intrinsic pleasure and creative endeavours for enjoyment. Participant H added that, *“being involved in activities means we can go to Jo’burg and other provinces and play with other teams, so it’s fun.”* Furthermore, leisure gave a sense of accomplishment and purpose, as participant I said: *“I did not care about negative things, I focused on developing myself, being fit and improving in the sports, so it was good and also it feels really nice when we [deaf people] are all together, it feels good”*. Possible reasons for such expressions from participants could be that leisure provided opportunities to socialise and travel, as noted by Burnett and Baker (2001).

Additionally, leisure is acknowledged for the benefits it gives to participants. In this regard, participants mentioned that leisure releases stress. This is reflected by a prominent articulation from participant J who said, *“It’s very nice, because you learn a lot and I become happy and excited, the stress goes away, I feel refreshed, I get excited and I scream, so I become very happy”*. Additionally, participant C said, *“It’s like every time I hit the ball, the stress left away with the ball as well, so it was amazing.”* Zabriskie *et al.* (2005) report that active participants with disabilities can obtain more mental and emotional health benefits than those who do not participate in sports and leisure. Therefore, as reported by participants in this study, their experiences were associated with mental and emotional benefits of leisure participation.

Only a few participants shared subtheme 3.2, namely negative experiences, but it still indicates that some participants had bad leisure experiences. In terms of negative feelings, participants stress that they encountered a bad feeling, as participant A said, *“I didn’t have good experiences with the hearing team, I mean there is nothing different, and you can still communicate with the deaf, as if you are communicating with the hearing.”* This quote indicates that interaction with the able-bodied community led to negative leisure experiences. Oliva (2004) reports that deaf participants involved in mixed leisure activities with hearing people are often limited to participation only, suggesting that deaf participants are not included in the overall environment of the leisure space, such as conversations among teammates.

Additionally, the quote highlights a finding in the literature, which stresses that deaf individuals do not consider their inability to communicate verbally as a disability. Instead, they regard themselves as having a distinct social, cultural and linguistic foundation, which results from people with deafness and or hearing loss (Atherton, 2009). Additionally, participant E said, *“My experience from my fellow deaf people was that deaf people don’t prioritise education. Rather they focus on sports, which is not bad, however, worrisome in my view”*. This quote is justified by

Devine (2003) who suggests that leisure offers an opportunity to individuals, which affects their quality of life more than other daily living experiences. Participant F said, “*as soon as we were playing, people fight, another one would kick you, you know and yes they kick you and you fight. Especially when we play with the hearing, they are rough and when you ask for a ball since am deaf and I can’t speak so everyone else shouts and you know, they never give me the ball because they don’t trust me*”. As indicated by the participants, it is clear that peers and people whom one participates with during leisure activities influence their leisure needs and experiences.

Deaf adults, being a minority, do not consider that persons from the general population negatively influence their leisure choices, as they can do all things that the general population does (Atherton, 2009). Based on the results from this study, participants expressed that their experiences with hearing people cause negative leisure experiences. Hughes and Paterson (1997) suggest that disability is caused by patterns within exclusion from social organisation for services offered. Additionally, the results indicate that deaf adults are confronted by challenges of being accepted by society, struggling to fit in as part of the broader society, and being seen as equals as their peers.

### **Leisure needs of deaf adults**

In terms of leisure needs, when asked, “Which other activities would you like to participate in, given the opportunity?” participants listed a variety of activities, which led to the emergence of theme 4: Need for diverse activities.

From theme 4, three subthemes were identified. Firstly, for subtheme 4.1 (Sporting activities), activities such as cricket, bowling, being a part of Olympics, playing hula-hoops, aerobics, hockey, skipping rope, basketball, golf, and athletics, were all identified. Secondly, subtheme 4.2 (Social activities) included meeting different people, traveling overseas. Lastly, in subtheme 4.3 (Passive activities), activities such as diketo [traditional African game of playing stones], playing with water, walking, and drama were mentioned.

These activities are classified as felt needs by Bradshaw (1972) and Edginton *et al.* (2004). Bradshaw (1972) and Edginton *et al.* (2004) explains felt needs as an inadequate measure of “real need”, as it is limited to what participants desire to participate in based on their awareness of the services available. Based on the results of the study, it is clear that deaf adults have limited knowledge about available leisure activities. However, it also seems that some deaf adults are unaware of the opportunities available to them. Furthermore, activities such as diketo, walking,

and playing with water are activities that can be done without the aid of leisure service providers. Therefore, it appears that a lack of leisure awareness plays a critical role among deaf adults.

## **Discussion**

Leisure and recreation offer opportunities to the participant for rehabilitation from mainstream marginalisation with the purpose of interacting with their peers, which may lead to social identification with other deaf members (Arsici *et al.*, 2012). Results from the study suggest that participants participate in LTPA, although, they do not have the same/equal opportunities as hearing people. The activities reported by participants in the study are classified as expressed need. Bradshaw (1972) stresses that expressed/demand need is a felt need put into action. Additionally, the author suggests that it is common for a felt need not to be expressed by participants.

Participants from the study reported happiness and feeling good as positive leisure experiences. Estes and Henderson (2003) associate happiness with life satisfaction. The authors further report that for one to be happy, there is a need for intrinsic pleasure and creative endeavours for enjoyment. Additionally, Aitchison (2000) suggest that leisure needs-satisfaction, through participation and experiencing benefits, is a key element that contributes to continued leisure involvement. See positive experiences from deaf adults in this study are motivation for leisure participation. Additionally, Atherton (2009) stress that individuals who share a common identity, such as deaf adults, can become more active in leisure activities, if more activities included rather than excluded them.

Expanding on the notion of a common identity, Potgieter (2013) suggest that the need for affiliation has a strong motivation for frequent leisure activity engagement with peers or groups of the same identity. Leisure service providers can help deaf adults by introducing leisure activities through consultations and careful consideration of their social needs. Social needs can serve as a foundation for rendering leisure services to deaf adults. However, the social needs could also be used with other needs, like those identified by Maslow (1973), and Bandura (1971) to give a variety of programmes to deaf adults.

Deaf adults in this study also reported negative leisure experiences, which were related to interaction with the able-bodied community. From this, it can be concluded that it is not necessarily deafness that acts as a disability, but rather the social environment and interactions that create disabling situations. Because of this, inclusive leisure opportunities, which includes open and

accepting social atmosphere, should be promoted, as this may assist in providing positive experiences during mixed leisure activity participation between deaf adults and hearing people.

Lastly, participants reported a variety of felt needs. Bradshaw (1972) and Edginton *et al.* (2004) report felt needs as inadequate measures of actual leisure needs. The authors further stress that felt needs are limited by the perceptions of the individual, whether they are aware of the services available for those activities. The results illustrate this as participants' mention felt needs, such as walking, playing with water, playing skipping rope, which in reality, deaf adults can easily engage in without the help of leisure service providers.

## **Conclusion**

Deaf adults in this study experience leisure needs differently. The experiences included engaged leisure activities such as social and active activities. Furthermore, deaf adults reported both positive and negative experiences from leisure. Additionally, deaf adults reported-leisure needs, such as LTPA. In conclusion, marginalisation of deaf adults is not justifiable, as evident from the results of the leisure activities listed as needs, and the experiences derived from participating in those activities. However, careful consideration of the following is worth noting:

- 1) Service providers should not accept deaf persons' participation as an indication that their needs are being met, and should aim to determine whether the deaf community's expressed needs are really fulfilling their actual needs.
- 2) Because the deaf community experiences leisure as making them happy, leisure services should build on this, along with the social aspects, to improve service delivery, as leisure offers diverse benefits for them.
- 3) Service providers should implement inclusive programmes, which mean-that it is more than just adapting activities for play, but also creating a suitable/respectful/accommodating social environment, so that negative experiences are limited for deaf adults.
4. Because many of the deaf community's leisure needs reflect activities that are beyond the realm/focus of the service provider, it's suggested that the deaf community also takes responsibility for their own leisure, and find ways to work together, as a community and with relevant role players, to meet their diverse needs.

### **Limitation of the study**

The study's limitation was in terms of communication, as the researcher is not familiar with South African Sign Language and, therefore, had to rely on the services of an accredited and qualified sign language interpreter. Secondly, the study was limited to the North West Province, which does not represent deaf adults for all other areas in South Africa or the world.

### **Recommendations**

Based on the findings of this study, it is recommended that future research should explore an intervention programme to provide opportunities for deaf adults to express their felt needs as reported in this study.

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## **CHAPTER 4: LEISURE CONSTRAINTS AS EXPERIENCED BY DEAF ADULTS IN THE NORTH WEST PROVINCE.**

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**Title: Leisure constraints as experienced by deaf adults in the North West Province**

## **ABSTRACT**

Leisure constraints (interpersonal, intrapersonal, and structural) has become an important sub-field of leisure research, not only in general populations, but also in those with disabilities, especially deaf persons. No recorded studies that have explored leisure constraints of deaf adults living in North West Province, South Africa could be found. The purpose of this study was to explore and describe the leisure constraints faced by deaf adults in the North West Province. Qualitative research, with a descriptive design using face-to-face interviews, consisting of semi-structured open-ended questions was used in this study. Thirteen severely and profoundly deaf participants aged 18-34 years with no additional disability condition formed part of the study. An accredited sign language interpreter was present throughout the interviews to carry out communication barriers between the researcher and participants. Two main themes, leisure constraints and the impact of leisure constraints emerged. For leisure constraints, the specific constraints of deaf persons appears to be new and include factors such as hope lost, lack of information, attitude, communication, and lack of leisure space. In terms of how constraints influence deaf adults' leisure, mixed negative feelings were reported. Leisure service providers and relevant stakeholders should put a programme, which could reduce the constraints faced by deaf individuals, in place.

**KEY WORDS:** Deaf adults, North West Province, Leisure, Leisure constraints.

## Leisure constraints as experienced by deaf adults in the North West Province

### Introduction

Research in the area of leisure constraints has been well documented by various authors such as Alexandris and Carroll (1999), Crawford and Godbey (1987), Jackson (1991) and many others. Although this topic has been a growing field for researchers, only some authors such as Maart *et al.* (2007) and Conde (2012) have focussed on people with disability, while fewer authors such as Lu *et al.* (2015), and Tsai and Fung (2005) conducted their studies on deaf populations in the field of leisure constraints. Leisure constraints is no doubt a growing field and interest among authors in leisure and recreation, as it is perceived that this field has the opportunity to provide a variety of models of how leisure constraints integrate into people's leisure decision-making behaviour (Samdahl & Jekubovich, 1997). It is indicative that three fundamental shifts in focus and conceptualisation for leisure constraints appeared in the early 1980's. Firstly, the term constraints are now preferred above barriers, because the term was considered not to be capturing a range of explanations of leisure constrained behaviour (Jackson & Scott, 1999). Secondly, the replacement of the term recreation with leisure simultaneously represents both broadening the focus of investigation and forging closer links between participation and choice (Jackson & Scott, 1999). Thirdly, the authors report that recognition to leisure constraints influence the choice of participation. This include the formation of preference, the derivation of enjoyment, specialization, and choice of facility (Jackson & Scott, 1999).

The dearth of information on deaf populations, specifically on the topic of leisure constraints, creates a gap in research for this unique population. Most of the available literature focuses on people with physical disability and leisure constraints (Aitchison, 2000; Devine, 2003; Rolfe *et al.*, 2012). However, the deaf adults do not consider their inability to communicate verbally as being disabled, rather they believe to be a unique minority that uses the culture of sign language as means of communication (Blake *et al.*, 2014; Bullock & Mahon, 2001; Young & Hunt, 2011). Furthermore, Blake *et al.* (2014) suggest that being sensitive to cultural differences and developing strategies to help deaf adults acquire technical skills, will help empower and promote deaf communities with diverse skills and needs. Therefore, the purpose of this study was to explore and describe leisure constraints on deaf adults in the North West Province.

## **Methods**

### **Study design**

This study used a qualitative, descriptive research design to explore and describe the leisure constraints of deaf adults in the North West Province. Additionally, face-to-face interviews were used to collect data from deaf adults in this study.

### **Study setting**

The study was conducted in the North West Province, in liaison with three study sites; the firstly, being a school for the deaf, where the study did not use school students but individuals known by the school as a former student, a volunteer, or a referral. Secondly, a local deaf association consisting of persons from different races, genders, diverse cultures and different backgrounds was used. Thirdly, a mediator located in Potchefstroom that helped in identifying deaf adults who met the inclusion criteria of the study.

### **Sample and sampling technique**

Due to the limited access to deaf adults, a non-probability sampling approach, consisting of both a purposeful sample and snowball sampling method, was used to recruit participants for the study. Eight participants were recruited through purposeful sampling followed by a further snowball sample of five participants. Participants' age ranged from 18-34 years. The research participants were recruited from different backgrounds and communities (semi-urban and urban communities) and both genders (5 males and 8 females) participated in the study.

### **Inclusion and exclusion criteria**

The study strictly focused on deaf adults with severe or profound hearing loss (referring to individuals that use sign language and deaf experiencing the inability to communicate with others verbally due to their auditory loss) from the North West Province. However, participants' hearing were not measured, but they were recruited based on their self-reported level of hearing disability, their ability to use South African Sign Language (SASL), and read and understand English. Those with milder forms of hearing impairment can still function in society without having to resort to sign language, and were therefore, excluded from the study. Additionally, the study was restricted to participants older than 18 years of age (young adults with 18-34 years). Nevertheless, participants were able to read and write in English, and were able to sign in South African Sign Language. Lastly, participants or individuals with additional conditions or forms of disability were

excluded from the study, because their additional disability may have an influence on their leisure constraints. Participants were not limited with regard to culture, gender or race.

#### Data collection

Data were collected through face-to-face interview, which included the use of semi-structured interviews with two open-ended questions: (a) tell me about the barriers to participation in activities that you experience and (b) tell me how you feel when these barriers hinder your participation. On average, the interviews lasted 50 minutes, and in each interview, an accredited sign language interpreter was available to ensure that communication was effective between the researcher and the deaf adult. Semi-structured interview questions were derived from the hierarchy constraints theory of Crawford and Godbey (1987). The first three interviews were used as a trial run to check the relevance and accuracy of the questions. As the questions and responses from participants were deemed relevant, these interviews were used as part of the data. The interviews were recorded using a digital voice recorder and transcribed verbatim.

#### Data analysis

The semi-structured interview was transcribed verbatim. The transcripts were analysed manually using strategies from Quartaroli (2009) and Rapley (2011). Open-ended coding was used when analysing the data, the researcher and an independent co-coder reached a consensus on the themes and sub-themes emerged from the data. The researcher started by coding texts from the transcripts, thereafter grouped the texts to identify themes and sub-themes. Furthermore, we merged relevant themes and sub-themes were merged to avoid repetition. Interview schedule questions five and six explored the leisure constraints of deaf adults, themes that were relevant to the questions were identified and grouped in a broad category after each interview in order to keep track of what themes have been raised. During coding, the researcher referred back to the research question in order to check the purpose in coding, which is called immersion in the data (Matthews & Kostelis, 2011).

#### Rigor of the study

Lincoln and Cuba's (cited by Schurink *et al.*, 2011) model of trustworthiness was used throughout the study and included credibility, transferability and dependability. Credibility of this study was ensured by allowing adequate engagement with participants during data collection, debriefing, and observations that allowed the researcher to probe participants to get more depth of the leisure constraints. Transferability in this study was achieved by application of the research methodology

through description of context and inclusion of direct quotation from participants. Lastly, dependability was ensured by sourcing an independent co-coder to avoid biasness and strengthen the study's data.

### Ethical consideration

Ethical clearance was obtained from the NWU Ethics committee (NWU-00081-15-A1). The researcher ensured that the rights of participants were observed and respected at all times and the participants were advised prior to the commencement of the study's interviews that their participation was purely voluntary and should they feel they want to withdraw at any-time, their withdrawal would be accepted without prejudice. When transcribing the recorded data, names of participants were removed and replaced with alphabetical letters (e.g. participant A). Furthermore, with regard to respect, dignity of participants', during the interviews, the researcher engaged directly the participants even though the sign language interpreter was present in every interview.

### Results

The discussion of the study's interview data will be approached in a two-way discussion. Firstly, the article looks at leisure constraints experienced by the participants, and secondly the impact of leisure constraints on the participants is highlighted.

**Table 2: Leisure constraints and impact of the constraints on deaf adults in the North West Province.**

Themes	Sub-themes	Quotes
Leisure constraints		
Intrapersonal constraints	Lack of information about leisure	<i>"maybe it's because some deaf people don't really know much about the sports, they don't know how to get help from people and maybe they don't know how to start the team or the sport"</i>
	Lost hope	<i>"but then if there are barriers when I participate in leisure activities then I just leave then I just watch it on tv, because there is really nothing I can do, I don't care anymore"</i>
	Paranoia	<i>"some people don't want to participate because they think if they do then it's bound to have fights with the opposite team"</i>

Themes	Sub-themes	Quotes
Leisure constraints		
	Attitude	<i>“the one thing that makes people and myself to not want to participate is because when we go somewhere the one person will be left behind, so the team would go but then that one person will be staying at home and going for competition, so that is what demoralise people”</i>
Structural constraints	Accessibility to leisure space	<i>“we just wait for the coach to call us for sports, so if we don't get a call then it means there is no practice.”</i>
	Available leisure time	<i>“the other problem is that we don't get a lot of training because some deaf people have jobs and they work overtime”</i>
	Health related constraint	<i>“from when I was young I was very sick, I had a problem on my back so I couldn't really play sports, so I just watch”</i>
Interpersonal constraints	Lack of leisure resources	<i>I don't have somebody who can teach me how to swim, so I can't really teach myself, I don't understand how I do it properly so I need somebody to teach me”</i>
	Communication	<i>“problem is that I have to bring my interpreter and am responsible for the cost of the interpreter's service costs and without the interpreter it is very difficult to communicate with the hearing”</i>
	Family obligations	<i>“I used to play golf by myself but then after marriage I just stopped doing it and also that came after I moved to Potchefstroom”</i>
	Attitude	<i>“the one thing that makes people and myself to not want to participate is because when we go somewhere the one person will be left behind, so the team would go but then that one person will be staying at home and going for competition, so that is what demoralise people and”</i>
Impacts of leisure constraints		
Emotional		<i>“am very angry that the government is not helping us to speak and improve our lives as deaf people, we don't have access to education who don't know our language and also we don't have access to information because the information is shared on radio's, on tv and most of the time there is no interpreter”</i>

Themes	Sub-themes	Quotes
Leisure constraints		
		<i>“I felt really depressed because I know I can play just like the (hearing people) I can play even better than some of them, so I thought it was not fair, I mean I have confidence but after that it went down a bit”</i>

## Leisure constraints

There are new factors discovered in each study conducted on the topic of leisure constraints, depending on the population studied (Alexandris & Carroll, 1997; Devine, 2003; Henderson *et al.*, 1995; Jackson, 1991). In answering the question: tell me about the barriers to participation in leisure activities that you experience, participants expressed and shared their constraining factors and variables.

### Theme A: Intrapersonal constraints

According to Crawford and Godbey (1987), intrapersonal constraints involve an individual’s psychological state that serves as intrinsic motivation, which could result in positive or negative perception, depending on the leisure preference and participation. This category is relevant and adopted for the study’s purpose. With this being the main theme, it consist of the following factors that emerged from participants during interviews.

#### Sub-theme1: Lack of information about leisure

Alexandris and Carroll (1999) reported lack of knowledge as a constraining factor for participation. Similarly, deaf adults in this study report the same notion to their leisure participation. During the interview, participants are quoted saying; *“maybe it’s because some deaf people don’t really know much about the sports, they don’t know how to get help from people and maybe they don’t know how to start the team or the sport”* (participant H). Subsequently, participant I shared the same sentiments as participant H when saying, *“Am not involved because I have not learnt more about the activities.”* Deaf adults in the North West appear to be not receiving enough information concerning leisure. Furthermore, results illustrate that it is not necessarily a lack of awareness and available leisure opportunities that constrain deaf adults, but rather that they do not know how to do the activities or how to get started in those activities.

### Sub-theme 2: Lost hope

In this sub-theme, it was expressed by participants during the interviews that unpleasant constraints were confronting them, as participants said, *“but then if there are barriers when I participate in leisure activities then I just leave then I just watch it on tv, because there is really nothing I can do, I don’t care anymore”* (participant L). The quote by the participant is similar to Palen *et al.* (2010) suggestion that participants are likely to show disinterest in some constrained activities. Therefore, the participant in this study report that being confronted by barriers leads to losing interest in the leisure activities. Similarly, Participant J said: *“I’ve lost interest in anything because there is nothing one can do, I mean we’ve been trying and nothing seems to be working so I gave up on such long time ago.”*

### Sub-theme 3: Paranoia

This sub-theme has the potential for participants to cease leisure participation and involvement. Participants expressed why this is constraining to them, as participant C said: *“I’m scared of water, which is why I don’t participate in aquatic activities, I might just die.”* Participant E said: *“some people don’t want to participate because they think if they do then it’s bound to have fights with the opposite team”*. Lastly, participant G said: *“sometimes when playing you get others kicking you and try to fight you, especially when we play with the hearing, they are rough and when you ask for the ball since am deaf and I can’t speak, so everyone else shouts.”* Lu *et al.* (2015) reports evidence of a variety of self-related challenges faced by deaf adults, such as developing low levels of self-control and personal autonomy, engaging in less self-initiated activities, exhibiting little faith in personal capabilities and feeling inferior to the counterpart communities, in this case hearing communities. Based on this study’s findings, as well as the results of Lu *et al.* (2015), it is concluded that deaf adults created an atmosphere that does not allow them to become adventurous; rather they remain reserved, instead of exploring leisure activities.

### Sub-theme 4: Attitude

During the interviews, participant C said: *“the one thing that makes people and myself to not want to participate is because when we go somewhere the one person will be left behind, so the team would go but then that one person will be staying at home and going for competition, so that is what demoralise people”*. Additionally, participant K said: *“sometimes during tournaments, whenever deaf people get a moment they just go and get alcohol and then drink and expect to continue playing”*. In addition, participant F said: *“deaf people don’t participate a lot, they feel*

*like the referee will always favour the hearing team and that the referee will be rude and not listen to your point of view of what has happened*". Additionally, participant I said: *"I don't really don't have the confidence to approach people and form a team"*. Results of this study shows that deaf adults' attitudes contribute greatly to their constraints. Furthermore, results illustrate that deaf adults take for granted opportunities given during leisure, opting to use alcohol, whereas simultaneously they appear to be reserved.

#### Theme B: Structural constraints

According to Crawford and Godbey (1987), structural constraints can be referred to as hindering factors between an individual's leisure choice and leisure participation. For Kelly (2012), physical constraints are those items which can include stairways, doorways, fixed seating and uneven paths that normally prevents or limits an individual (in this case disabled society) to gain access to leisure and recreation facilities to participate. In addition to Kelly, Rolfe *et al.* (2012) suggested that physical inaccessibility within community-based recreation and leisure services limits disabled individuals' direct participation and/or involvement in leisure and recreation activities. Participants in this study expressed factors that are considered as structural constraints and the following was discovered and reported:

##### Sub-theme 1: Accessibility to leisure space

This sub-theme also can be considered as a primary phase into leisure participation for deaf adults, because of prominent role it has on leisure involvement to the deaf adults. Through the interviews, participants were quoted saying: *"I'm not really worried about that anymore, so if nobody or people don't want to give me an opportunity to participate then I don't worry"* (participant B). Participant E said: *"I don't know where I go for sports, there is no place."* Participant A said: *"only at school, while I was still in school I did participate but after I left school there was no opportunity available to enable me to participate in athletics"*. In addition, participant D said, *"we do have golf sports for the deaf, but it's not available in Potchefstroom, it's only in Pretoria that I know of"*. In addition, participant J said, *"we just wait for the coach to call us for sports, so if we don't get a call then it means there is no practice."* Moreover, participant H said, *"there is nothing happening in the community for us to develop, no communication, no jobs, no sports, nothing."* Atchison (2003) suggest that there is an error in most governance system and policies, as there is no provision to address and recognise the marginalised groups in society as a result of being unique to the mainstream society.

It can be argued that there are no outreach programmes from stakeholders and local government for the deaf community to develop their sporting skills. Additionally, in a study on women with disabilities, Henderson *et al.* (1995) stress that opportunity for leisure participation alone was not enough, and suggest that opportunity should be complimented by a combination of access and choice. Additionally, increased awareness and education about the available leisure opportunities should be realised. In this regard Amusa *et al.* (2012) stress that it is difficult to advise individuals on how to spend their leisure time, but that through leisure education the scope of a healthy and active lifestyle that includes healthy eating, improving drinking habits, avoiding drugs, the wise use of leisure time and appropriate, enjoyable physical activity can be expanded.

#### Sub-theme 2: Available leisure time

In line with previous constraints research that found that time was significant constraints (Alexandris & Carroll, 1999; Samdahl & Jekubovich, 1997), similar results emerged in this study. Deaf adults in this study were quoted saying: *“the other problem is that we don’t get a lot of training because some deaf people have jobs and they work overtime”* (participant L), while participant K said: *“I do not have time because I finish work late”*. Additionally, participant C said: *“I can’t really go to practice after work, I’d be exhausted”*. It is concluded that deaf adults are breadwinners at their homes and therefore, cannot afford to sacrifice their jobs for leisure activities.

#### Sub-theme 3: Health related constraint

Although some health problems can be fatal, some are severe and some are manageable. In this sub-theme, participants are quoted saying: *“running gives me asthma attacks”* (participant I), while participant F said: *“Problem is not a kid anymore, I can’t be as active as back in the days in sporting activities”*. Additionally participant J said, *“From when I was young I was very sick, I had a problem on my back so I couldn’t really play sports, so I just watch”*. These quotes share the same sentiments as a study by Samdahl and Jekubovich (1997) where participants stressed that their health plays a huge factor in their leisure participation. Additionally, the constraints mentioned by the participants fit under what Shogan (2002) calls as descriptive constraints, because participants experience a physical limitation, in this case health challenges, to leisure practice. Descriptive constraints according to Shogan (2002) refers to constraints that create physical and contextual challenges within leisure space, including the facilities and equipment used for the activities.

## Theme C: Interpersonal constraints

Interpersonal constraints are based on social interaction, or the lack thereof, that can influence leisure participation, and can include factors such as lacking someone who have faith in your abilities to achieve, or not having someone to participate with (Crawford & Godbey, 1987). Concurrent to Crawford and Godbey, Rolfe *et al.* (2012) suggest that participants experience social barriers when they interact with others during leisure time participation. This became the last category reported during the interviews for the study and participants perceived the following factors as constraining in their leisure participation:

### Sub-theme 1: Lack of leisure resources

Leisure space and activities provide opportunity for participants to develop skills and accumulate knowledge, on the existing constraints (Shogan, 2002). Participant G said: *“I don’t have somebody who can teach me how to swim, so I can’t really teach myself, I don’t understand how I do it properly so I need somebody to teach m.”* Additionally participant F asked, *“where are we going to get a coach? Who is going to teach us sports if they were presented to us?”* Additionally, participant I said: *“I don’t have people that I can join and participate within this leisure activities”* These quotes are supported by Zijlstra and Vlaskamp (2005), who found that communities rely on the relation of others, such as their peers, to influence their leisure choices, although their focus was on profound intellectual and multiple disabilities. Deaf adults can benefit from modified leisure activities offered to them (Zijlstra & Vlaskamp, 2005). The authors further stress that; peers influence leisure involvement for deaf people.

### Sub-theme 2: Communication related constraints

This sub-theme plays a crucial role during leisure involvement as it constraint deaf adults in any leisure activities. From the interviews, participants are quoted saying, *“The problem is that I have to bring my interpreter and am responsible for the cost of the interpreter’s service costs and without the interpreter it is very difficult to communicate with the hearing”* (participant B). Additionally, participant K said: *“you want to go to the museum, there’s no interpreters and when they are busy talking you don’t hear them and they don’t have interpreters, so what is the use of going there in the first place?”* In support of these quotes, Lu *et al.* (2015) argues that deaf adolescents have difficulties in forming social networks outside their families because of their unique challenges and communication problems. It is concluded that communication will remain a strong constraint towards deaf adults’ leisure participation. It seems unrealistic to expect deaf

adults to learn how to lip read, whereas the other populations are not making efforts to learn sign language, hence, communication will remain a constraint.

### Sub-theme 3: Family obligations

Even though participants would be willing to participate in leisure activities, there are obligations, such as family obligations, which are unavoidable. Participants were quoted saying, *“during my offs from work, I need to do my house chores, so I don’t really have time to do any other things”* (participant E). Additionally, participant H said: *“I used to play golf by myself but then after marriage I just stopped doing it and also that came after I moved to Potchefstroom”*. Palen *et al.* (2010) discovered sufficient evidence that suggest that parents of special populations and or people with disabilities would mostly give-out most chores to their kids in an attempt to keep them busy to avoid them having have to mingle with their peers and be obligated to family and house chores. Although, the latter’s study focused on disabled people, there can be an assumption that deaf people, as supported by this statements from the interviews, are obligated to their family more so over leisure participation.

### Sub-theme 4: Attitude

Maart *et al.* (2007) reported that attitudes of society could affect the level of participation for people with disabilities. In terms of how hearing people’s behaviour and attitudes towards deaf people are contributing to leisure constraints of persons with deafness, Lyu *et al.* (2013) state that no population is entirely free of constraints, and that this is also influenced by the negative perception of the majority population towards people with disability.

Van der Ploeg (cited by Maart *et al.*, 2007) argue that the attitude from family and friends, health professions and community have a strong influence on the leisure participation levels of people with disabilities. This is reflected by participants in this study saying; *“I tried different activities with the hearing people and they say I can’t, they say no you’re deaf and you can’t hear us and also sometimes I think the coach does not believe in the capabilities and abilities of deaf people”* (participant B). Similarly, participant D said: *“I was excluded by only one person, so I don’t feel good; if maybe that person is no longer in the team then maybe I can go back.”* Furthermore, participant J said: *“only when I play with the hearing I feel like I’m not enough as if am not good in that sport, so I don’t like playing with hearing people because the hearing people abuse us they don’t want us to play with them.”* In terms of these findings, Maart *et al.* (2007) suggest that

traditional customs often have a negative impact on people with disabilities, highlighting the influence that norms have on communities with disabilities.

### **Impact of leisure constraints**

It is important to notice and understand the feelings shared by deaf adults during their constrained leisure times. From the question “Tell me how you feel when these barriers hinder your participation”, it emerged that participants experience emotions.

#### **Theme D: Emotions**

This theme brought emotions from deaf adults during the interviews and participants expressed different emotions regarding how they felt when leisure constraints confronted them. With regard to structural constraints, Participant F expressed, *“Am very angry that the government is not helping us, to speak and improve our lives as deaf people. Deaf people don’t have access to education, people don’t know our language, and also we don’t have access to information because the information is shared on radios, on TV and most of the time there is no interpreter.”* In contrast to participant H, had a different response in terms of structural constraints, mentioning, *“It feels bad and boring, because I can try and fight and force and make sure that I get an opportunity and eliminate some leisure barriers or until such a time where those people who are influencing the barriers on me gets tired of me”*. However, it is in terms of interpersonal constraints that strong negative emotions were mentioned. Participant D mentioned, *“I felt really depressed because I know I can play just like the (hearing people) I can play even better than some of them, so I thought it was not fair, I mean I have confidence but after that it went down a bit.”* Similarly, participant G said, *“I feel like I’m not enough sometimes and makes me feel like I hate being deaf because of how hearing people treat me”*. From these responses, it is clear that interpersonal constraints have a very negative effect on participants’ emotions. Participant B highlighted that participating on your own is not enjoyable either and stated: *“I will be bored if I play alone, it’s nicer when you share with other people, when you play with other people and also maybe like a group of deaf people are going for a tournament to go play elsewhere.”*

### **Discussion**

The results illustrate that the leisure constraints categories (intrapersonal, structural and interpersonal), as identified by Crawford and Godbey (1987), are also relevant to persons with severe or profound hearing loss. Results illustrate components such as family obligation, available time, health related constraint, lack of leisure resources being similar constraints components to

the general population. However, this study identified factors within these constraint categories that are unique to persons with deafness. The results report lost hope and phobia as unique constraints that fall under intrapersonal constraints. Understanding these unique constraints is important, as Rolfe *et al.* (2012), suggests that having a general knowledge of people with disability (deaf people included) can be used to influence their leisure participation. Furthermore, the authors advise the use of creativity to foster inclusiveness when engaging in leisure activities. Additionally, Tsai and Fung (2005) report that the mainstream population are the highest influential constraint factor to deaf people, and their leisure participation, as reflected in the findings of this study.

According to Lyu *et al.* (2013), having proper policies and proper management of leisure services, can help people with disabilities eliminate some leisure constraints confronted by. According to Rolfe *et al.* (2012), hearing communities should become more aware and know how to interact with the deaf people, to create an inclusive community. Additionally, Alexandris and Carroll (1997) advise on the importance of identifying disadvantaged groups and their leisure involvement. Devine (2003) adds that equal status for people with disabilities and those without disabilities is influenced by social relationships. Alexandris and Carroll (1997) suggest that this could influence future planning, provision and sustainability of sports and recreation. The results further show various emotions expressed by deaf adults that are related to the categories of leisure constraints. Deaf adults strongly articulated the following feelings and emotions, namely feeling depressed, bad, anger, not feeling worth enough and boring. Devine (2003) report that unwelcoming environments and being viewed as unique by general population negatively influences people with disabilities serving as constraints to their leisure.

## **Conclusion**

It is evident from the study that much more detailed and focused research needs to be carried out with regard to leisure in the context of deaf populations. Based on the responses from the participants, it is concluded that the challenges deaf adults are confronted with creates self-doubt among themselves. It is also concluded that even though deaf adults share certain constraints with general populations, they also have specific constraints that hinders only them, some of which the general population are knowingly and unknowingly inflicting on them. It is noted that some deaf adults are angered by the constraints they are confronted with and that the slow pace of leisure service delivery remains a challenge and causes a lot of disappointment for them.

Lastly, it is noted that the constraints may influence their self-esteem to a level wherein deaf adults would have found it difficult to negotiate their own constraints. From the experience and perceptions of this participants, it is concluded that inclusiveness of communities can be beneficial to the deaf adults to enhance and positively influence the leisure choices and involvement of deaf adults in the North West Province

### **Future research**

Although certain limitations were identified, it is still a thorough and successful investigation. It must be noted that the study was limited only to the North West Province. Additionally, based on the findings of this study, it is recommended that future research should include an intervention to determine whether the constraints of deaf adults can be reduced. Lastly, research should expand more on the settings of where the study is based and get a variety of participants, including participants from both disadvantaged and advantaged communities.

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## **CHAPTER 5: SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS**

### **Summary**

Chapter 1 of the study identifies the gap in literature and further explores the problem of the study. It is reported by the Department of Sport and Recreation (2012:5) that persons with disabilities, including persons with deafness, are deprived from grass-root sport, recreation and social cohesion to participate in equal opportunities as able-bodied people in society. Being deprived from equal opportunities in leisure and recreation can lead to exclusions from meaningful awareness to fully participate (Aitchison, 2000:1).

It is duly noted that persons with disabilities in SA make up a minority population. A total of 5.9% was reported disabled (Statistics South Africa, 2001:32). Statistics South Africa (2009:4) reported Deaf populations as the third most prevalent disability in SA. The national prevalence on disability is approximately 7,5% (Statistics South Africa, 2011:4). Acknowledging the prevalence of deaf people in SA, it is worth researching about deaf people's leisure needs and constraints. Edginton *et al.* (2004:124) reports leisure needs as a result for lack of opportunity for play, inadequate access to leisure space, opportunities for social interaction, freedom and choice. It is not foreseeable for deaf adults to benefit from self-expression and self-development and forge relationships with their peers (Eccles & Roester, 2011:235).

Despite the increasing need to satisfy leisure needs and increased participation as reported by Ryan and Deci (2000:69), there is bound to be barriers to participation as observed by Samdahl and Jekubovich (1997:462). Leisure constraints in this study refer to perceived limitations or prohibition to participation in leisure activities for purposes of amusement, enjoyable and somewhat adventurous activities (Samdahl & Jekubovich, 1997:462). In terms of leisure constraints, Crawford and Godbey (1987:119-120) introduced a hierarchy model to categorise leisure constraints. The authors introduced intrapersonal constraints, interpersonal constraints and structural constraints, and to date this hierarchy is still accepted by scholars and researchers in the field. Devas (2003:232) suggests that leisure services should be offered in consultation with the community and not based on personal preference of the service providers. This study therefore, explored and described leisure needs and constraints of deaf adults in the North West Province.

Chapter 2 of this study reviewed deaf culture and constraints of deaf communities as literature for the study. However, literature focusing specifically on leisure and recreation of deaf persons was limited and, unfortunately, generalised disability literature had to be used to structure many

arguments. For the purpose of this study, disability is adopted per Bullock *et al.* (2001:1) definition that refers disability as a psychological, physiological and physical factor that prohibits people from participating in various life activities freely. Maart *et al.* (2007:357) denote that the environment creates disabling conditions, stressing that people are not disabled.

It is notable that deaf communities are different, and not everyone that is deaf embraces the culture. Literature recognises “deaf” and “Deaf” communities (Bullock & Mahon, 2001:203; Holcomb, 2013:45; Young & Hunt, 2011:1). The authors stress “Deaf” people do not use sign language and are less involve with deaf activities and or culture. However, “deaf” communities embrace their unique mute culture by using sign language as means of communication. Despite the minority population (deaf people) it is a challenge for service providers to offer them good and adequate service which they can use to satisfy their leisure needs (Olivia, 2004:57).

Chapter 3 of the study represents an article that explored and described the leisure needs and experience of deaf adults in the North West Province. A qualitative descriptive design was applied to collect data from 13 deaf adults, who were severely and profoundly deaf. Face-to-face interviews, with a semi-structured interview schedule, were utilised in exploring the participants’ experiences. Results indicate leisure meanings as Theme 1: deaf adults reported leisure experience in two meanings viz. leisure as activities and leisure as a state of mind. Additionally, leisure participation activities were reported as Theme 2, with leisure time physical activity (LTPA) and social activities as sub-themes. Furthermore, deaf adults reported leisure activities as encountered and experienced as Theme 3, with positive and negative experiences. Lastly, deaf adults reported the need for diverse activities indicated as theme 4, wherein sub-themes of the diversity includes sporting activities, social activities and passive activities.

Chapter 4 of the study is an article that explored leisure constraints as experienced by deaf adults in the North West Province. The study used 13 severely and profoundly deaf adults to conduct Face-to-face, semi-structured interviews with open-ended questions. The study was reported in two sections. Firstly, leisure constraints and the impact of these constraints on interpersonal, structural and intrapersonal constraints emerged and was discussed under leisure constraints. Secondly, emotions was discussed under the impact of leisure constraints.

## **5.2 Conclusions from literature**

Deaf adults are recognised as a minority population marginalised from mainstream activities, that includes leisure activities. The study aimed at exploring leisure needs and constraints of deaf adults in the North West Province. The research question of the study was to explore the current leisure needs and constraints as experienced by deaf adults in the North West Province. This study reviewed leisure behaviour, deaf culture and constraints of deaf communities as literature

for the study. However, literature focusing specifically on leisure and recreation for deaf research was limited, and therefore, generalised disability research literature was used to structure arguments.

The literature review shows that deaf adults experience leisure needs and constraints similar to the hearing population. Additionally, literature illustrates that leisure service practitioners are the main providers of quality leisure activities. Furthermore, literature shows that leisure service providers should take note of the leisure need (normative, felt, comparative, expressed and created needs) theories that exist for proper planning and consideration when offering services to their population.

Additionally, literature illustrates that while it is possible to satisfy leisure, there are various leisure constraints that can hinder participants' participation, and these can be categorised as interpersonal, intrapersonal and structural constraints. However, it is noted that various factors within the categories varies relatively among the populations that are researched. It is therefore concluded that leisure service providers ought to provide services based on thorough consultation with the deaf adults to ensure that services provided to them are satisfying.

Furthermore, it is concluded that although the categories of constraints remain the same throughout the population groups studied, it is unavoidable to notice the difference in some factors within the constraints categories. It is therefore, concluded that different factors in the constraints differ as per the population studied.

### **5.3 Conclusions based on the study findings**

Deaf adults in this study have a variable leisure experience in pursuit to satisfy their leisure needs. Leisure, according to deaf adults, is experienced as an activity and as a state of mind. It is concluded that leisure has meaning to deaf adults in this study. During leisure activities, deaf adults expressed different encounters and varying experiences. During a positive experience, it is concluded that some deaf adults were happy with the experience and enjoyed participating in leisure activities. On the other hand, some deaf adults had a negative experience. Some of the deaf adults reported negative experiences during their encounters with hearing people. It is therefore, concluded that hearing people knowingly and unknowingly inflict negative experiences to deaf adults.

Additionally, felt needs for deaf adults were expressed in this study and, therefore, it is concluded that a diverse range of activities is needed by deaf adults to satisfy their leisure. Despite the leisure needs and experiences of deaf adults, the study reported that leisure constraints exist among them. Deaf adults reported intrapersonal, structural and interpersonal constraints. It is concluded that deaf adults are confronted with the same category of constraints, although unique

components of each constraint have been identified, indicating that deaf adults experience unique intrapersonal, interpersonal and structural constraints. Lastly, deaf adults reported negative emotional feelings when confronted by these constraints. It is concluded that constraints have a negative impact on deaf adults in this study.

#### **5.4 Overall conclusions**

Deaf adults are under-researched in topics related to leisure and recreation. The central framework for the study incorporated various theories, to guide the study in understanding the leisure needs and constraints of deaf adults, and although the theories were not used to answer the study's objectives, it served as a guideline in interpreting the study findings. Due to the lack of available literature, it is concluded that more research on deaf communities is required to help understand their unique leisure experiences and needs, as well as build their unique culture.

It is also concluded that even though deaf adults share certain constraints with general populations, they also have specific constraints that hinder only them. It is further concluded that the general population knowingly and unknowingly inflict constraints on deaf people. It is concluded that deaf adults are frustrated by the constraints that they are confronted with and the slow pace of leisure service delivery remains a challenge to satisfy their leisure needs freely. Lastly, it is concluded that deaf adults represent a unique minority community, although they share similar leisure interest as the hearing people.

#### **5.5 Limitations**

Firstly, the study was physically limited to the North West Province. Secondly, the recruitment of participants posed difficulties, and was limited to the use of a mediator because the researcher had no access or prior knowledge regarding the population's whereabouts. Thirdly, the study was limited by the use of one sign language expert, in that the researcher had to strongly rely on the interpretation of the sign language expert. Additionally, due to different dialects used in SASL, the interpreter had to constantly double check with the participants for clarity. Lastly, available literature on the leisure needs and constraints was limited, making it difficult to do a focussed literature review.

#### **5.6 Recommendations**

To broaden the scientific body of knowledge concerning deaf communities, it is recommended that further research be conducted on the topic relating to leisure needs and constraints for deaf adults. Additionally, it is recommended that future research develop an intervention programme that will equip deaf adults with the necessary skills to plan, maintain and promote their own leisure activities. Although different agencies and stakeholders offer leisure services, it is worth noting

that there are activities that deaf adults can develop by themselves and engage in them. Inclusion of diverse deaf groups from different settings and provinces can help produce a bigger picture to future research on this topic. Finally, it is recommended that inclusive leisure, that takes the needs and abilities of all participants into consideration, be adopted to close the gap between deaf communities and mainstream populations.

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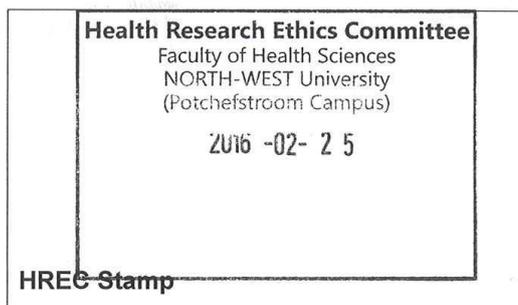
## **ANNEXURE A: INTERVIEW SCHEDULE QUESTIONS**

### **LEISURE NEEDS AND CONSTRAINTS OF DEAF ADULTS IN THE NORTH WEST PROVINCE**

#### **INTERVIEW QUESTIONS**

1. What does the term leisure mean to you?
2. Tell me about the leisure activities you participate in?
3. What are your experiences from this activities?
4. Apart from those mentioned, which other activities would you like to participate in, given the opportunity?
  - Activities- others
  - Activities- media
5. Tell me about the barriers to participation in leisure activities that you experience.
6. Tell me how you feel when this barriers hinder your participation?
7. Based on our discussion, in your opinion what possible solutions can you recommend that will make it easier for you to participate in leisure activities?

## ANNEXURE B: INFORMED CONSENT



### **PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR PERSONS WITH MODERATE TO SEVERE HEARING DISABILITY IN THE NORTH WEST PROVINCE**

**TITLE OF THE RESEARCH PROJECT:**  
LEISURE NEEDS AND CONSTRAINTS OF DEAF ADULTS IN THE NORTH WEST  
PROVINCE

**REFERENCE NUMBERS:** NWU-00081-15-A1

**PRINCIPAL INVESTIGATOR:** JT WEILBACH

**ADDRESS:**

Building K4  
Fanie du Toit Sport Grounds  
North-West University  
Potchefstroom

**CONTACT NUMBER:** 018 299 2037

You are invited to take part in a research project that forms part of a Master's degree, which will also contribute to the field of research. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever.

This study has been approved by the **Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-00081-15-A1)** and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council. It might be necessary for the research ethics committee members or relevant authorities to inspect the research records.

#### **What is this research study all about?**

*Leisure forms an important part in individuals' lives, but unfortunately, the deaf community are often neglected in terms of opportunities to engage in leisure and recreation. Because of this, the focus of this study is to explore and describe the perceptions that deaf adults in the North West Province have of leisure needs and constraints.*

➤ *The objectives of this research are:*

*To explore and describe the leisure needs of deaf adults in the North West Province, and to explore and describe the intrapersonal, interpersonal and structural leisure constraints faced by deaf adults in the North West Province.*

#### **Why have you been invited to participate?**

➤ *You have been invited to participate because you form part of a unique group which have been identified through research literature as a society that has leisure and recreation needs that are often not satisfied due to various factors.*

➤ *You have also complied with the following inclusion criteria:*

- *You are an adults with severe and profound hearing loss*
- *You are able to read and write English*
- *You are over the age of 18*
- *You are able to communicate through South African Sign Language*

➤ *You will be excluded from the study if you have additional forms of disabilities as these additional forms of disability might influence your leisure needs and constraints.*

#### **What will your responsibilities be?**

➤ *You will be expected to take part in an interview for a minimum of 1 hour and 30 minutes at the venue, date and time mutually agreed upon.*

#### **Will you benefit from taking part in this research?**

➤ *There are no direct benefits to participation in the study. However, the study will provide a number of indirect benefits.*

➤ *As the researcher will be engaging in community summits, the deaf community might receive information that can assist in overcoming some leisure constraints and/or satisfying some leisure needs.*

- *The indirect benefit will be that the research can provide insight into the leisure needs and constraints experienced by the deaf community and assist leisure service providers in ensuring that leisure services are implemented in consultation with community members as the end users in order to ensure that no one is excluded in community activities.*
- *In liaison with local authorities, the study might have an influence on the local authorities to ensure that leisure providers do not exclude deaf communities in their provision of leisure and recreational activities.*

**Are there risks involved in your taking part in this research?**

- *The risks in this study include the following:*

*It is possible that before, or during, the interviews you will experience anxiety to participate in the interview. During the interviews, you might also be afraid to disclose information regarding your experiences.*

*There is also the slight possibility that the researcher might unintentionally say, or ask, something that leads to you feeling devalued/degraded/feel betrayed at some point. However, the researcher will do his best to create an open, safe and comfortable climate and experience.*

*There is also the possibility that you might feel bored during the interviews, but the researcher will keep the questions relevant to the interview and ensure your involvement.*

**What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?**

- *Should you have the need for further discussions due to experiencing discomfort an opportunity will be arranged for you to discuss your feelings with a counsellor.*

**Who will have access to the data?**

- *Confidentiality will be ensured by ensuring that only the researcher, co-coder and study leader will have access to the data. Additionally, anybody who has access to the information (such as sign language interpreter and co-coder) will sign a confidentiality form. Recorded interviews will be copied to a password protected computer file after each interview and deleted from the recording device. After data has been transcribed, all recordings will be deleted. When transcribing the recorded data, names of participants will be removed and replaced with alphabetical letters (e.g. participant X). Data will be kept safe and secure by locking hard copies in a locked cupboard in the researcher's office and electronic data will be password protected. Anonymity will be kept by ensuring that aliases instead of participants' names are used when reporting the research findings. Data will be stored for a period of 7 years.*

### **What will happen with the data/samples?**

- *This is a once off collection and data will be securely stored as described in the previous paragraph. The data may also be used for additional analysis and publications if the data reveals new findings related to the leisure experiences of the deaf community.*

### **Will you be paid to take part in this study and are there any costs involved?**

- *You will not be paid to take part in the study but refreshments will be available after participation. Travel expenses will be reimbursed. Travelling costs reimbursements will be calculated in accordance to the prices of a taxi fare or in some cases a bus fare, however this does not necessarily exclude reimbursement for those whom might be using a private car.*

### **Is there anything else that you should know or do?**

- You can contact Theron Weilbach at 018 299 2037; [theron.weilbach@nwu.ac.za](mailto:theron.weilbach@nwu.ac.za) if you have any further queries or encounter any problems.
- You can contact the Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 2089; [carolien.vanzyl@nwu.ac.za](mailto:carolien.vanzyl@nwu.ac.za) if you have any concerns or complaints that have not been adequately addressed by the researcher.
- You will receive a copy of this information and consent form for your own records.

### **How will you know about the findings?**

- The findings of the research will be shared with you by handing out a copy of the study's dissertation to your nearest school library and on the University's database (for those with internet access). Alternatively, an electronic copy of the study will be emailed to you at a convenient time after completion. Lastly, the researcher will participate in the community summit as a way of disseminating the results of the study.

### **Declaration by participant**

By signing below, I ..... agree to take part in a research study entitled Leisure needs and leisure constraints faced by deaf individuals in the north West Province

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.

- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) .....  
20....

.....  
**Signature of participant**

.....  
**Signature of witness**

**Declaration by person obtaining consent**

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) ..... on (*date*) .....  
20....

.....  
**Signature of person obtaining consent**

.....  
**Signature of witness**

**Declaration by researcher**

I (*name*) ..... declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) ..... on (*date*) .....  
20....

.....  
**Signature of researcher**

.....  
**Signature of witness**

## **ANNEXURE C: RECRUITMENT MATERIAL**

### **LEISURE NEEDS AND CONSTRAINTS OF DEAF ADULTS IN THE NORTH WEST PROVINCE**

Individuals with disabilities, deaf adults included have an equal right to leisure and recreation in South Africa. However, despite this, they are deprived from opportunity to participate in grass-root sport, recreation and social cohesion. Therefore, this research study will explore the issues of leisure needs and constraints side-lined by previous researchers and leisure service providers which will also comprise of a comprehensive investigation to address and explore leisure needs of deaf individuals and the constraints faced by them.

#### **Research goal:**

The research goal seeks to explore and describe;

- I. The leisure needs of deaf adults in the North West province
- II. Leisure constraints of deaf adults in the North West Province.

#### **Who can form part of the research study?**

- Strictly profound or severe deaf adults
- Must be 18 years and above
- Must be able to read and sign in English
- Must be able to communicate in South African Sign Language
- Must not have any additional forms of disability

Interested participants can contact:

**Mr. Makhaya Malema**

**0719476449**

[makhaya.johannes@yahoo.com](mailto:makhaya.johannes@yahoo.com)

**Dr. Theron Weilbach**

**0823586830 or 01820371111**

[Theron.Weilbach@nwu.ac.za](mailto:Theron.Weilbach@nwu.ac.za)

## ANNEXURE D: GOODWILL LETTER (NW SCHOOL FOR THE DEAF)

### NORTH WEST SECONDARY SCHOOL FOR THE DEAF

To whom it may concern

This letter serves as a confirmation of agreement or consent that I P. P Minnie as the principal of the said mentioned school, is willing to assist Makhaya Malema on the research study he is conducting about deaf adults in the North West. I have met with the researcher and he elaborated the about his study and what is expected of me. I understand what role I need to play in assisting him with his study, and I shall perform my role with the best of my abilities.

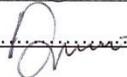
Regards

P. P Minnie

Principal of the North West school for the Deaf

0763297104 / 0185813480

[nwdeaf@nwet.co.za](mailto:nwdeaf@nwet.co.za)

  
.....

## ANNEXURE E: GOODWILL LETTER (MEDIATOR)

TO WHOM IT MAY CONCERN

Please accept this letter as a form of prove to show that I have agreed and vow to work hand in hand with the researcher in the study which tittles: Leisure needs and constraints of deaf adults in the North West. I have met with one of the researchers Mnr. Makhaya Malema, and we constantly talk via instant messages keeping a close communication with him. I will be working on the part of mediating between the researcher and the participant (please bear in mind that am not a gate keeper for the participant).

I trust that this letter is in order.

If any enquiries please use the following as means of communication.

Mnr. Dawie Melamu

[dawie.melamu@nwu.ac.za](mailto:dawie.melamu@nwu.ac.za)

0782327080



NORTH-WEST UNIVERSITY  
YUNIBESITI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

## ANNEXURE F: INTERVIEW TRANSCRIPT (SAMPLE)

### Interview 5 Day 3 Transcription 5

R: Researcher

P: Participant

I: interpreter

R: Uhmm... thank you for coming, and uhmm... you still remember the informed consent form that you sign last time when we were doing recruitment with the mediator?

P: yes I do

R: on the form I just want to stress out one part of the form. Which is concerning your confidentiality... uhmm, I want to you to note and know that whatever is said in hear will remain strictly confidential, none of your personal info will be exposed to anyone else.... And the recordings will be used for academic purposes as well..... and uhmmm, yeah that's about it. So simply everything we say here will remain with us, and it will not be discussed with any other person.

P: okay

R: okay, the two recorders will be used to record the conversation between me and you, but then my interpreter will be signing with you and she will be the one signing with you and voicing it out... so yeah

P: okay

R: it will be a 3 way conversation, I will be talking to you while my interpreter will be interpreting to you, and you can sign to her so that she will voice it out to the recorder.

P: okay

R: as we talk I will be noting own somethings, just to later explore them as we talk... but it will not interrupt our conversation at all. Just to explore a little bit on what you might have said.

P: okay... I understand

R: so are you ready?

P: yes I am

R: the study is about the leisure needs and constraints of Deaf adults.... Its' about

P: okay you can go on

R: the study is about leisure needs and constraints as I said... the aim of the study is to explore the leisure needs of Deaf community and also the constraints that they are faced while taking part in leisure activities.

P: okay...

R: uhmmm before we start, do you maybe have questions concerning the study or comments or clarity about anything?

P: nooo I don't have a question... I have nothing for now, I don't know what will happen from now.

R: okay do you maybe ... (incomplete statement)

Are you ready?

P: yes I am

R: okay... I just want to understand from you what does the term leisure mean to you?

P: noo I don't understand

R: ahhh.... Leisure is... (pause) any activity, it may be active or passive that you participate in, for the mere purpose of enjoyment, relaxation, amusement and fun that you do at your own time, when you free from work or other obligations....

P: oooh okay

R: so now you have an idea of what the term means...

P: yes I do

R: okay can you then share with me what it means to you?

P: the only thing I do is during the week am at work, Saturdays and Sunday I visit my friend and we socialise and we go drinking.... So at work we work Mondays till Fridays... so Saturdays when am off, cause it's cold in there... I go visit my friend and then after maybe go to a club to enjoy socialise with Deaf and hearing people and just have fun.

R: okay... have fun by doing what besides drinking and socialising?

P: uhmm, arg.... There's nothing else I do besides that.

R: okay

P: sometimes maybe we go with my friends if we feel like practice netball....

R: okay netball??? And how often do you... (incomplete statement)

P; we practice sometimes, it's not a lot... it's seldom.

R: and uhmmm what are your experiences when your out with friends or while your out with your friends practicing netball?? What are your experiences when participating in those activities???

P: I feel good... I feel good because I (incomplete statement).... maybe we go to.... But then it means we can go to jo'burg and other provinces an play with other team... so its fun

R: and???

Laughs

P: I don't have any other thing that I can say

R: apart from the mentioned activities... which other activities would you like to participate in if given an opportunity? It might be activities you've seen others play or seen on the media. What other activities do you want to participate in? **9:13**

Silence

P: the only thing I watch on tv is I watch the hearing people getting married... so maybe me and my friends would some days will go watch them and watch what is it that is happening during the ceremony

R: okay, so then what about activities that you see others play?? Which activities would mostly interest you... that you feel that given an opportunity you would participate in?

P: mhmhm.... It's netball only hey. It's just netball.... Ooh and basketball... I definitely wouldn't mind playing basketball.

R: what about other activities... might be activities that you see on the media??? Activities that you feel you could participate in?

P: (silence).... Maybe sports, I mean sports hey.

R: what kind of sports?

P: swimming, athletics.... Yeah

R: okay... and uhmmm, may I ask as to why are you not participating in those, swimming and athletics at the moment?

P: am scared of water... I might just die

Laughs laughs

P: it's true hey

R: what about the other activity?

P: maybe athletics cause there is no water involved.... And also netball, those I can play without fear.

R: so then why are you not participating in them currently?

P: netball I do but just a little... not always... we do practice once in a while.

R: an athletics?

P: only at school, while I was still in school... I did participate, after I left school, there was no opportunity available to enable me to participate in athletics.

R: so then during your school days which activities did you participate in?

P: athletics and netball..... those where the two I did.

R: don't you think there were activities that could have interest you, maybe those that you might have seen others play and said, "I would do that as well"??

P: well.... There was and is dancing as well... I would have loved to join it dance.

R: okay... and.....

P: maybe table tennis as well... I would have loved to play table tennis

R: and while you where participating I those activities in school... how was your experience?? How was your experience participating in those activities?

P: mhm... it was difficult... yoooh, I would get so tired and couldn't sleep.... It was... (incomplete statement) But I guess it wasn't bad..... it was a normal feeling to participate hey.

R: what other feelings besides... and by difficult what do you mean by that?

P: it was difficult... because you have to practice always, and I couldn't go to practice always, so it was a bit challenging and difficult for me.

R: so was there other reasons maybe that made you not to practice every day??

P: uhmm.... It's because the coach told us that we can't practice every day so we would practice once a week or maybe skip a week, so it wasn't something we do every day.

R: so then when you got home, where there activities that you where participating in?

P: nooo.... Am not doing anything at the moment.

R: is there like you said that uhmm... there were some other activities that like swimming, because it involves water, uhmm... which other factors are they that are causing you not to participate in other activities?? What barriers are you confronted with?? What barriers exists for you not to participate much? **17:10**

P: silence.... I can do participate in netball without any problem.... Basically any sports that doesn't involve water I could almost participate in it. As long as it does not involve water. With water I cannot.

R: and athletics??

P: pause x6)... yeah athletics there is no problem, at least I can drink the water and not be under water, so that works for me in any case.....

Laughs...

R: So then what about activities that you do as Deaf communities? Or maybe activities you do with hearing communities? What activities do you participate in?

P: (pause x3).... Nooo the only thing we do is we go the clubs, especially I meet a lot of hearing people so we go to the clubs and we dance and have fun... but I hardly meet Deaf people, so am hardly around Deaf people.

R: so then because this month is Deaf awareness month... so what activities takes places that you also form part of?

P: yeah for Deaf awareness month I am also... like if there is something happening I do participate just for fun.

R: but then why not every month then?

P: nooo, I don't know it's because maybe they don't visit me at home... maybe that is why I don't do many things with them (Deaf people)

R: and.... (pause x2)... uhmm.... (clears throat)... in, terms of like you saying you working during the week, Monday to Friday...

P: Yes...

R: would you say (incomplete statement).... Would you uhmmm... I don't know how to phrase this question... okay... uhmmm, sports.... What barriers o you encounter when you participate in sports? As you have mentioned?

P: barriers would be maybe being informed about going for practice, just before the games happen, so we don't have time for practice, and I might be stuck and not be able to go for practical sessions.

R: and when you go to places such as Jo'burg and other areas for tournament... what activities normally takes places there?

P: uhmmm, normally like when we go to Jo'burg, the Jo'burg team would win and we would lose in many occasions.

R: and activities do you participate in Jo'burg?

P: problem is Jo'burg people are forever practicing, they always meet for practice, they practice a lot and this side we don't practice, like maybe we would practice like a day or two before we leave for the tournament, unlike the Jo'burg team.

R: okay... why not some couple of months before the tournament or maybe after work?

P: uhmmm, I really do not have time, I finish work at 5 and it's late... so I can't really go to practice at that time, I would be exhausted.

R: what about other Deaf communities?

P: we can only practice on Saturdays and Sundays hey.

R: so then today because you are not at work... like a day like today, what would you mostly (pause x4) what would you mostly do or spend your day doing because you are not at work today

P: I stay at home and watch tv the whole day

R: what else?? Just watch tv???

P: and I clean and when I finish cleaning I watch tv then a bit later I would start cooking.

R: okay... o then you mentioned eerrr... athletics and netball as the activities that you participate in.... and socialising, what other activities would you want to participate in?

P: uhmmm.... Only netball or maybe other sports!

R: when watching tv, isn't there activities that interest and you just think maybe you can participate in them as well?

P: I would also like to do more sports but... yeah

R: which other more sports would that be?

P: athletics, table tennis, more netball... yeah that's it

R: okay so then let me get this... are you saying that time is a factor that is causing you not to play more sports?

P: yes definitely

R: what other thing is causing you not to participate in sports?

P: silence.... We just wait for the coach us to call us for sports, so if we don't get a call then it means there is no practice... so yeah no call then no practice.

R: okay so then what do you think... in your opinion would be a solution to make you participate in more leisure activities?

P: maybe if can have more practice and more sports available for the Deaf, so then that might increase our chances of going to the Olympics.

R: uhmm, more sports such as?

P: ahhh... maybe soccer.... Yes definitely soccer

R: and??? Only soccer???

P: uhmmm, nothing, just soccer. Oooh and and volleyball.

R: so then is there maybe something that you want to share... maybe another activity that you think you might want to participate in?? or maybe the experiences that you get from participating in those activities o??? maybe something you want to add.

P: I feel very good whenever I play...

R: explain a little further on that please.

P: it feels good cause we go travelling, meeting different people... I mean home is boring, so when you play you get to travel.

R: so then when you meet up with other Deaf communities, say maybe when you go visit them, what would you mostly go do with them?

P: we talk.... We mostly talk about the future, about life, about everything.

R: and activities?

P: nooo nothing, we just sit and chat

R: it really doesn't have to be sports you know... anything that gets you relaxed

P: I also enjoy sewing and doing people's hair

R: so then do you do that a lot or???

P: it's sometimes, not a lot hey

R: okay... okay... now you can tell me anything you feel like telling me... and I mean anything... oooh, before I forget... you can ask me any question also... ask me any question that you feel like

P: I can't really think of anything to ask at the moment.

R: ain't you interested as to why... eerrr taking part in this interviews???. Nothing???. Or you just okay in you coming and talking to us... you don't want to know what is going to happen???. Anything???? Ain't you curious at all???

P: I... like right now, I've lost interest in anything cause there is nothing one can do... I just sit and home and watch tv all day... I mean we've been trying and nothing seems to be working so I gave up on such long ago.

R: but then what do you think can be done to change such situations? So that you feel bored anymore... what do you think can be done, or what would you do to change such a situation if you had power and authority.

P: I don't really have power now so that won't work

Laughs...

R: but then what would you want to see different from the current situation?

P: sports... if we can have more sports....

R: sports and???

Laughs

R: what about you... (incomplete statement)

P: I don't know.... maybe work at the salon, do sewing... you know just keep busy

R: so those are the things you would want to do going forward?

P: yes

R: do you have any questions regarding the study? Concerns or clarity of some sort??  
Questions or comments??

P: noo I really do not have anything to add or ask.

R: okay.... Uhm... could you please just fill this admin form for me before you stand up.

Silence...

P: I don't think I remember my ID number...

R: it's okay you can skip that....

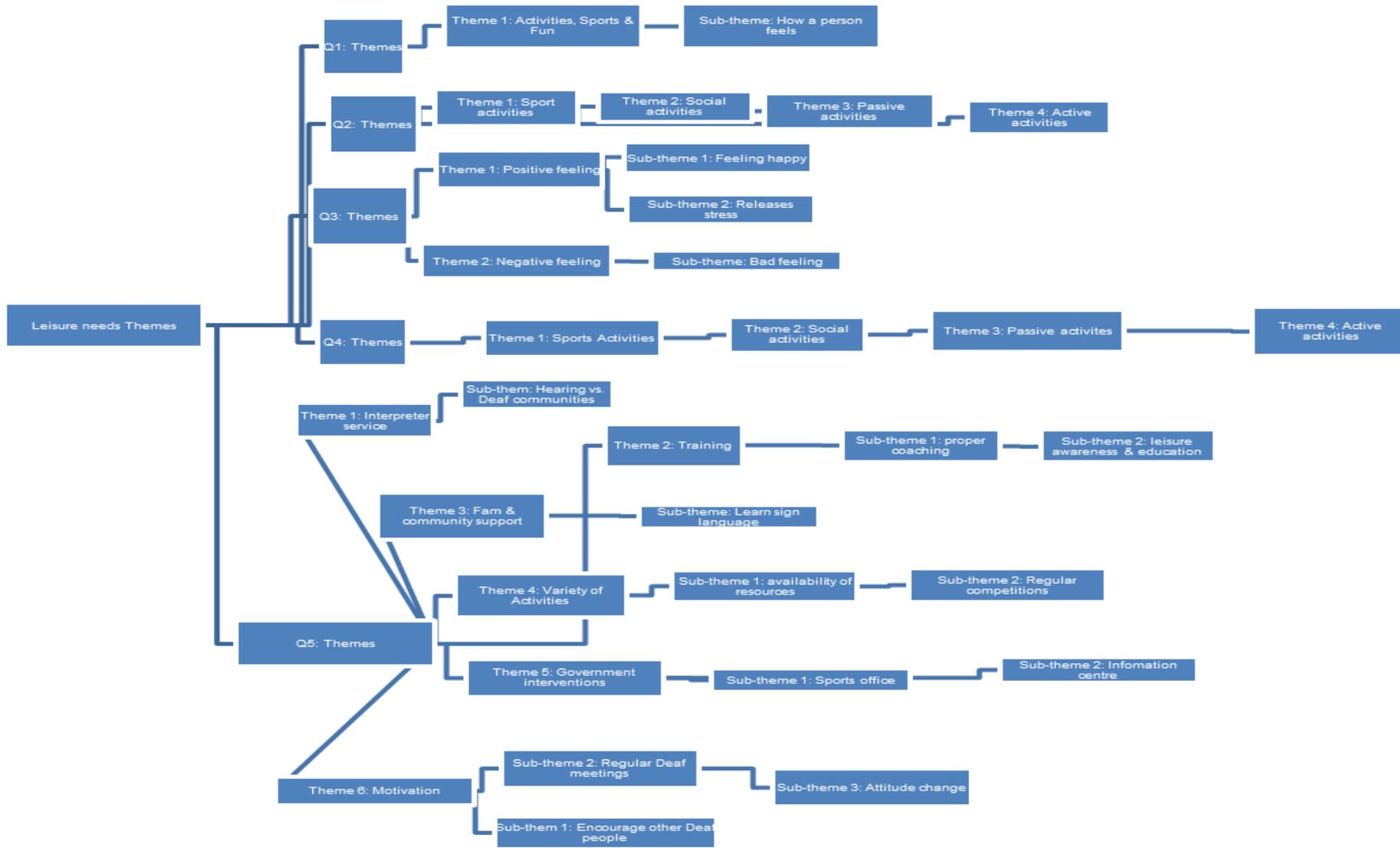
P: date of birth???

R: yeah that would do.

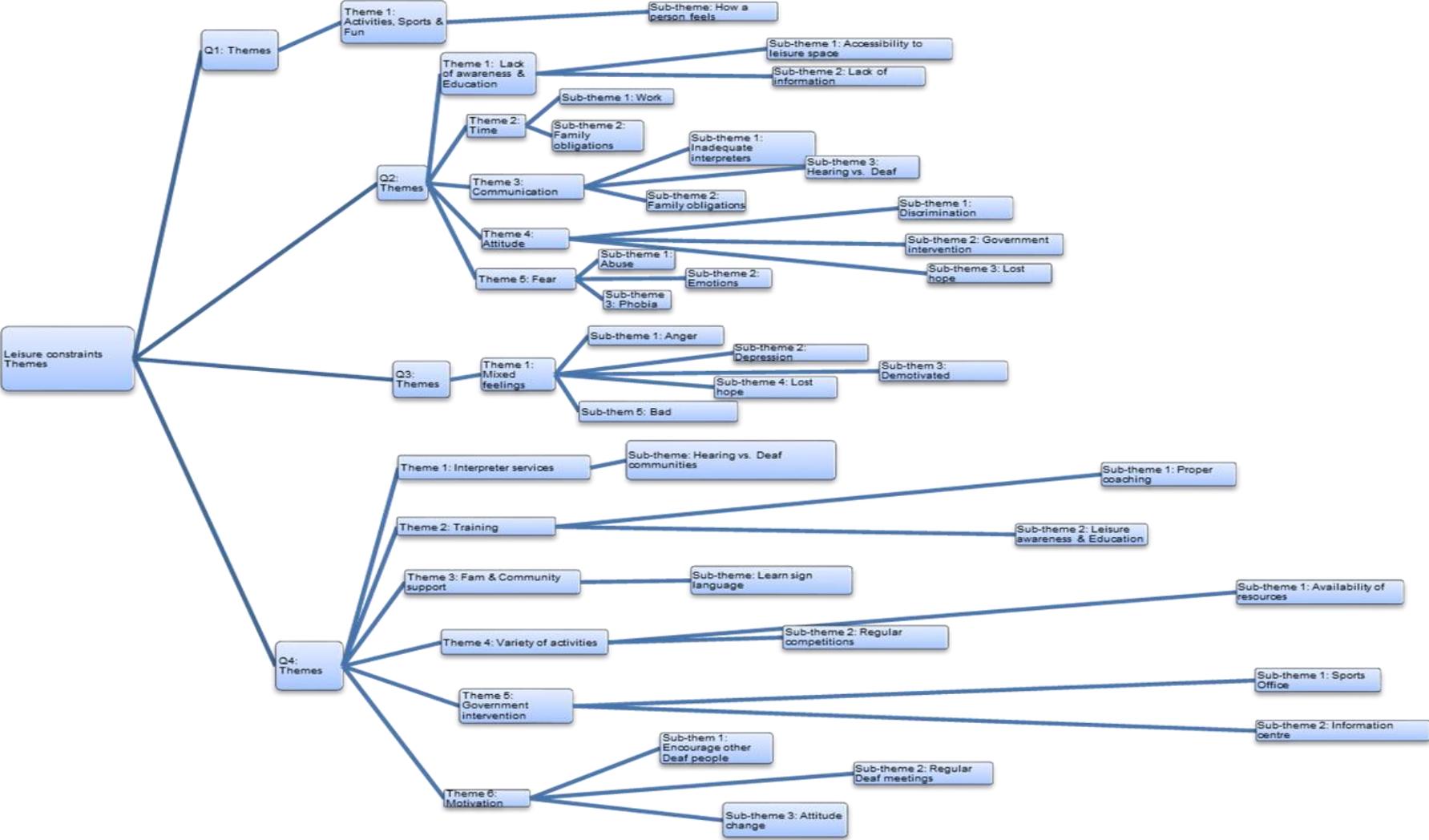
R: thank you so much for coming....

P: pleasure

# ANNEXURE G: MIND MAP LEISURE NEEDS



# ANNEXURE H: MIND MAP LEISURE CONSTRAINTS



# ANNEXURE I: CO-CODER CONFIDENTIALITY UNDERTAKING



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

## CONFIDENTIALITY UNDERTAKING

entered into between:

I, the undersigned

Prof / Dr / Mr / Ms Ms Phindile Phatlant

Identity Number: 9709011192083

Address: 37 Albert Luthuli street Potchefstroom

hereby undertake in favor of the **NORTH-WEST UNIVERSITY**, a public higher education institution established in terms of the Higher Education Act No. 101 of 1997

Address: Office of the Institutional Registrar, Building C1, 53 Borchard Street, Potchefstroom, 2520

(hereinafter the "NWU")

### 1 Interpretation and definitions

1.1 In this undertaking, unless inconsistent with, or otherwise indicated by the context:

1.1.1 "Confidential Information" shall include all information that is confidential in its nature or marked as confidential and shall include any existing and new information obtained by me after the Commencement Date, including but not be limited in its interpretation to, research data, information concerning research participants, all secret knowledge, technical information and specifications, manufacturing techniques, designs, diagrams, instruction manuals, blueprints, electronic artwork, samples, devices, demonstrations, formulae, know-how, intellectual property, information concerning materials, marketing and business information generally, financial information that may include remuneration detail, pay slips, information relating to human capital and employment contract, employment conditions, ledgers, income and expenditures and other materials of whatever description in which the NWU has an interest in being kept confidential; and

1.1.2 "Commencement Date" means the date of signature of this undertaking by myself.

1.2 The headings of clauses are intended for convenience only and shall not affect the interpretation of this undertaking.

## **2 Preamble**

**2.1** In performing certain duties requested by the NWU, I will have access to certain Confidential Information provided by the NWU in order to perform the said duties and I agree that it must be kept confidential.

**2.2** The NWU has agreed to disclose certain of this Confidential Information and other information to me subject to me agreeing to the terms of confidentiality set out herein.

## **3 Title to the Confidential Information**

I hereby acknowledge that all right, title and interest in and to the Confidential Information vests in the NWU and that I will have no claim of any nature in and to the Confidential Information.

## **4 Period of confidentiality**

The provisions of this undertaking shall begin on the Commencement Date and remain in force indefinitely.

## **5 Non-disclosure and undertakings**

I undertake:

**5.1** to maintain the confidentiality of any Confidential Information to which I shall be allowed access by the NWU, whether before or after the Commencement Date of this undertaking. I will not divulge or permit to be divulged to any person any aspect of such Confidential Information otherwise than may be allowed in terms of this undertaking;

**5.2** to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;

**5.3** not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;

**5.4** not to use any research data for publication purposes;

**5.5** not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with participants, data gathering, data analysis and personal information of participants/research subjects;

**5.6** not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant or the NWU; and

**5.7** that all documentation furnished to me by the NWU pursuant to this undertaking will remain the property of the NWU and upon the request of the NWU will be returned to the NWU. I shall not make copies of any such documentation without the prior written consent of the NWU.

## **6 Exception**

The above undertakings by myself shall not apply to Confidential Information which I am compelled to disclose in terms of a court order.

**7 Jurisdiction**

This undertaking shall be governed by South African law be subject to the jurisdiction of South African courts in respect of any dispute flowing from this undertaking.

**8 Whole agreement**

**8.1** This document constitutes the whole of this undertaking to the exclusion of all else.

**8.2** No amendment, alteration, addition, variation or consensual cancellation of this undertaking will be valid unless in writing and signed by me and the NWU.

Dated at Potchefstroom this October 2016

Witnesses:

1  .....

2  .....

(Signatures of witnesses)

 .....

(Signature)

## **ANNEXURE J: AUTHOR GUIDELINE FOR SAJRSPER**

### *Author Guidelines*

The *South African Journal for Research in Sport, Physical Education and Recreation* is published by the Stellenbosch University. Contributions from the fields of Sport Science, Movement Education, Recreation/Leisure Studies, Exercise Science and Dance Studies will be considered for publication. The articles submitted will be administered by the appropriate Subject Review Editor and evaluated by two or more referees. The decision as to whether a particular article is to be published or not, rests with the Editorial Board.

### **SUBMISSION**

Manuscripts should be typed with one and a half spacing in 12-point Times New Roman letter size and printed on A4-size white paper in laser quality. The original manuscript (clearly indicated) and three copies of the manuscript must be submitted. Length must not exceed 20 pages (tables, figures, references, etc. included). Original manuscripts may be submitted in English or Afrikaans and should be sent to: The Editor S.A. Journal for Research in Sport, Physical Education and Recreation Department of Sport Science Private Bag X1 7602 Matieland, STELLENBOSCH Republic of South Africa

### ***Editorial Office***

Tel: 021-808 4915 / 4724 Fax: 021-808 4817 E-mail: [floris@sun.ac.za](mailto:floris@sun.ac.za) NB. Articles can also be submitted by e-mail.

### **CONDITIONS**

A signed declaration in respect of the originality must accompany each manuscript. On submission of the manuscript, the author shall present a written statement that the article has not been published or is not being presented for publication elsewhere. Should the article be taken from a Master's thesis or Doctoral dissertation, academic ethic requires that the student will be the first author. The author should also ensure that the LANGUAGE of the manuscript has been thoroughly edited at the time of

submission. The name, address and telephone number of the person who has done the language editing must be provided. On receiving a written notification from the Managing Editor that the article has been accepted, a final hard copy of the manuscript and a diskette (virus checked) should be submitted using MS WORD, Office 97 or 2000 as a DOC-file (see Figures). It can also be send per e-mail as an attached file.

### **PREPARATION OF MANUSCRIPT *Title page***

The first page of each manuscript should indicate the title in English and Afrikaans (will be translated for foreign authors), the names (title, first name and other initials, surname) of the author(s), the telephone numbers (work & home), facsimile number, e-mail address (if available) and the field of study. The mailing address of the first named author and the institution where the work was conducted should be provided in full. A short title of not more than 45 characters, including the spaces, should be provided for use as a running head.

### ***Abstract***

Each manuscript must be accompanied by an abstract of approximately 150-200 words in English and should be set on a separate page as a SINGLE paragraph (one and a half spacing). Articles in Afrikaans must include an additional extended summary (500-1000 words) in English. This summary must start on a new page (following the list of sources) providing the English title of the article at the beginning. A list of three to seven key words in English is required for indexing purposes and should be typed below the abstract.

### ***Text***

Start the text on a new page with the title of the article (centred and without the names of the authors). Follow the style of the most recent issue of the journal regarding the use of headings and subheadings.

### **Tables and figures:**

Tables and figures should be numbered in Arabic numerals (1, 2, etc.) and each be prepared on a SEPARATE page (also on the diskette). Tables require a heading at

the top and figures a legend below and separate from the figure. For figures, kindly supply the values of the co-ordinates of line or bar graphs in a separate MS EXCEL (.exl) or WORD file (.doc) while also including the actual figures in the same file. Only original and high-resolution laser quality copies of figures and drawings and original photographs can be accepted (photocopies or negatives are unacceptable) for scanning. Indicate where the tables or figures must feature in the text. The names of the authors must be indicated clearly on the back of the copy of each table and figure. Note: Use the decimal POINT (not the decimal comma).

### **References:**

In the text the Harvard method must be adopted by providing the author's surname and the date placed in parentheses. For example: Daly (1970); King and Loathes (1985); McGuines et al. (1986) or (Daly, 1970: 80) when Daly is not part of the sentence. More than one reference must be arranged chronologically. Note that et al. is used in the body of the text when there are more than two authors, but never in the list of references.

### ***List of references***

Only the references cited in the text should be listed alphabetically according to surname (last name) of authors (capitals) after the body of text under the heading, References (capitals) starting on a new page. In the case of articles published in JOURNALS, references listed should include the surnames and initials (capitals) of all authors, the date of the publication in parentheses, the full title of the article, the full title of the journal (*italics*), the volume number, the serial number in parentheses (omitted only if the said journal does not use issue numbers), followed by a colon and the first and last page numbers separated by a hyphen. Example: VAN WYK, G.J. & AMOORE, J.N. (1995). A practical solution for calculating instantaneous values of tension in the extensor muscles of the knee joint during extension and flexion. *South African Journal for Research in Sport, Physical Education and Recreation*, 18(1): 77-97. If the reference is a BOOK, the surname (last name) and initials of the author or editor (Ed.) must be given, followed by the date of publication in parentheses, the title of the book (*italics*) as given on the title page, the number of the edition (ed.) in parentheses, the city (and abbreviation for the state in the case of the USA) where

published, followed by a colon and the name of the publisher. Example: JEWETT, A.E.; BAIN, L.L. & ENNIS, C.E. (1995). *The curriculum process in physical education* (2nd ed.). Madison, WI: WCB Brown & Benchmark. For a CHAPTER from a book, the page numbers of the chapter cited must be provided in parentheses (not italics) after the title of the book. For further details, authors should consult the most recent publication of this Journal for other examples. Example: DE RIDDER, J.H. (1999). Kinanthropometry in exercise and sport. In L.O. Amusa; A.L. Toriola & I.U. Onyewadume (Eds.), *Physical education and sport in Africa* (235-263). Ibadan (Nigeria): LAP Publications. For ELECTRONIC SOURCES all references start with the same information that would be provided for a printed source (if available). The web page information follows the reference. It will usually contain the name of the author(s) (if known), year of publication or last revision, title of complete work in inverted commas, title of web page in italics, Uniform Resource Locator (URL) or access path in text brackets (do not end the path statement with a fullstop) and date of access. See "How to cite information from the internet and the world wide web" at <http://www.apa.org/journals/webref.html> for specific examples. When citing a web site in the text, merely give the address. Note that personal communications such as e-mail are cited only in the text and are not included in the list of references. Example of Web Page: ACKERMANN, E. (1996). "Writing your own Web Pages." *Creating Web Pages*. Hyperlink [<http://www.mwc.edu/ernie/writeweb/writeweb.html>]. Retrieved 22 October 1999.

## **Administration**

If authors honour the rules and specifications for the submission of manuscripts, unnecessary delays will be avoided. A manuscript that does not meet the requirements as set out above, will be returned to the author without being evaluated. Requesting copying rights concerning figures or photographs is the responsibility of the authors. The first-named author will receive five reprints of the article free of charge. The original manuscripts and illustrations will be discarded one month after publication unless a request is received to return the original to the first-named author. Page charges of R80 per page are payable on receipt of an account issued by the editor.

### *Submission Preparation Checklist*

As part of the submission process, authors are required to check off their submission's compliance with all of the following items, and submissions may be returned to authors that do not adhere to these guidelines.

1. The submission has not been previously published, nor is it before another journal for consideration (or an explanation has been provided in Comments to the Editor).
2. The submission file is in Microsoft Word, RTF, or WordPerfect document file format.
3. Where available, URLs for the references have been provided.
4. The text is single-spaced; uses a 12-point font; employs italics, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.
5. The text adheres to the stylistic and bibliographic requirements outlined in the [Author Guidelines](#), which is found in About the Journal.
6. If submitting to a peer-reviewed section of the journal, the instructions in [Ensuring a Blind Review](#) have been followed.

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## ANNEXURE K: LANGUAGE EDITOR DECLARATION

### DECLARATION

Contact details:

Tel: 028-271 3507

Cell: 082 927 3641

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E-mail: [hillieschultz@cybersmart.co.za](mailto:hillieschultz@cybersmart.co.za)



I, the undersigned, Hilderich George Schultz (ID 560203 5046 083), declare that I have Edited and translated the Abstract and thesis of Mr. Makhaya Johannes Malema's for the the degree *Master of Arts* in Recreational Science at the North-West University on **Leisure needs and constraints of deaf adults in the North West Province.**

Yours sincerely,

**HG SCHULTZ**

Language Practitioner

14 November 2017

# ANNEXURE L: ETHICS CERTIFICATE



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom  
South Africa 2520

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Web: <http://www.nwu.ac.za>

## Institutional Research Ethics Regulatory Committee

Tel +27 18 299 4849  
Email [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

### ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by **Health Research Ethics Committee (HREC)**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

<b>Project title:</b> Leisure needs and constraints of deaf adults in the North West Province.															
<b>Project Leader/Supervisor:</b> Dr.T Weillbach															
<b>Student:</b> MJ Malema															
<b>Ethics number:</b>	<b>N</b>	<b>W</b>	<b>U</b>	<b>-</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>5</b>	<b>-</b>	<b>A</b>	<b>1</b>
	Institution				Project Number				Year		Status				
	Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation														
<b>Approval date:</b> 2016-02-24	<b>Expiry date:</b> 2017-02-23				<b>Risk</b>				<b>Minimal</b>						

#### Special conditions of the approval (if any):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HREC. Ethics approval is required BEFORE approval can be obtained from these authorities.
- Any further information and any report templates is obtainable from Carolien van Zyl at [Carolien.VanZyl@nwu.ac.za](mailto:Carolien.VanZyl@nwu.ac.za).

#### General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC and HREC:
  - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HREC and NWU-IRERC. Would there be deviations from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HREC retains the right to:
  - request access to any information or data at any time during the course or after completion of the project;
  - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the NWU-IRERC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC for any further enquiries or requests for assistance.

Yours sincerely

**Prof LA  
Du Plessis**

Digitally signed by Prof LA Du Plessis  
DN: cn=Prof LA Du Plessis, o=North  
West University, ou=Campus Rector,  
email=Linda.DuPlessis@nwu.ac.za,  
c=ZA  
Date: 2016.02.29 16:10:27 +0200

**Prof Linda du Plessis**

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)